

National Parent-Teacher

The P.T.A.

Magazine

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Official Magazine of the National Congress of Parents and Teachers

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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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Kentucky	104,938	North Dakota	24,413	Total	5,774,358
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THE P.T.A. MAGAZINE**

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At a banquet table made festive with fresh spring flowers, the retiring and incoming presidents of the National Congress of Parents and Teachers are seated on either side of Emily Kinbrough, guest speaker at the final session of the annual convention, held May 16-18 in St. Louis. Mrs. L. W. Hughes, president from 1946 to 1949, is at the far right. To her right are Miss Kinbrough, author of *It Gives Me Great Pleasure and Other Books*; Mrs. John E. Hayes, newly elected president; and Mrs. Newton P. Leonard, incoming first vice-president.

NATIONAL

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The President's Message



LEADERSHIP IN TRANSIT

ONE of the finest of all the long-honored traditions of the National Congress of Parents and Teachers is the attitude of its leaders—national, state, and local—toward relinquishing office at the close of their allotted term. Parent-teacher workers who discharge their tasks freely and willingly, without thought of recompense or gain, have always freely and willingly yielded place to their successors. Nor is this mere form. It is an attitude born anew in each individual worker, born of conviction, of faith, and of experience. We know that there is work for all, good and great work, as impressive in its quantity as it is stimulating in its variety. We serve where we are to the best of our ability. If for a time we are called upon to assume direction of the work of others, we try to learn as much as we can from our present responsibilities, so that we may pass that knowledge on.

An officer's usefulness depends largely on his recognition of his office as an opportunity to broaden his outlook, deepen his insight, and render service based on his store of practical, usable knowledge. If a leader assumes a post in full realization of his responsibility, he will find the experience so rewarding in every way that the extra effort entailed will seem trivial by comparison. Official duties faithfully performed bring not only the untold satisfaction of extended service but many valuable acquaintances and friendships—some of them lifelong, all of them highly satisfying and thoroughly helpful. At the expiration of his term the retiring officer finds himself prepared sevenfold for whatever duties may await him in an unofficial capacity. He well knows that his period of service does not and cannot expire with his term of office.

FIRST, last, and always the National Congress of Parents and Teachers exists to promote the universal welfare of children and youth. Implicit in this goal are hundreds of particular objectives, each one requiring the utmost efforts of thousands. Over the years this work has been well and systematically planned, with provision for periodic injections of new blood to keep the leadership strong and vital. Since we all understand this process and the need behind it, there is hardly a break in the continuity of our program when an administration changes. There are, to be sure, words of appreciation and encouragement, of greeting and farewell. There are new names and faces and the sound of new voices—but the work goes on, more than enough of it for everyone to do. And it is the work itself that lives down through the years.

In an unbroken sequence of leaders I count myself both favored and fortunate to have held the post of president at a time when the National Congress, having accomplished its first half century and gained its first five millions of members, actually came of age. During these three fruitful years I have watched in all humility the achievement of one major project after another, brought about by a coordination of thought and energy unparalleled in the history of our organization. To each and all of you I give my heartfelt thanks, not only for your efforts but for the privilege of sharing my thoughts with you month by month. This alone has given me a sense of kinship with you that will last as long as I live.

Mabel W. Hughes
President, National Congress of Parents and Teachers



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STUDENT ASSAULT ON THE ALCOHOL PROBLEM

DEMOCRACY is such a big word in modern education that it means many different things to many different people. Parents, teachers, professors in universities, politicians, philosophers, businessmen, and labor leaders all invent meanings that suit whatever ends are important to them. So although everybody agrees that the public schools should produce people who are firm believers in a democratic way of life, it is not easy to teach this way of life in a manner that everybody can accept.

It is possible, however, to tell whether the things people do are democratic, especially if we take each person singly. When we are able to watch them—at their work and play, at home, in their relations with their fellows—we arrive at a rough but usable judgment about whether they are democratic, autocratic, or a mixture of both. That is to say, democracy *can* be defined in terms of recognizable behavior.

By way of example some specific practices can be mentioned. People who are democratic plan wisely. They respect the personality of others. They solve problems cooperatively. They use the scientific method. They seek to separate truth from propaganda. They resolve conflicts by expanding areas of common interest. These are a few of the many ways of behaving that make up democracy in action.

And it is only as democracy is in action that it has

value. People can tell what they believe. They can talk about ideals that others ought to have. All this is good, but ideals have no real meaning until they are carried into action. A person is not democratic simply because he is familiar with democratic doctrines or because he can describe what he thinks is democracy. He is truly democratic only when his daily living reflects that knowledge and belief.

Skills Come Through Practice

IF THE students in our public schools are to learn the complicated behavior that makes up democratic living, they will learn it in about the same way they learn arithmetic or reading—that is, through practice. Talking about what to do and reading about what to do are of some help, but more is needed. Students must have many opportunities to practice democracy if they are to learn to do better. Teachers would be laughed out of the classroom if they tried to teach addition by having a child study the rules of addition until he could explain how to add, and then stopped right there. Fortunately our teachers are wise enough to give each child many opportunities to practice adding. He learns the rules as he practices using them. Both rules and practice are important. When the individual student knows how to add, why he adds, when to add, and can add correctly,

WILLARD

B.

SPALDING

he has really learned addition. Learning the behavior of democratic living is much more difficult than learning to add. When the student practices arithmetic he makes mistakes. These mistakes are on a paper. They are seen by the student, by the teacher, and occasionally by the parent.

A student's mistakes made while learning democratic behavior, however, stick out so that almost everybody can notice them. If he gets involved in controversial issues and uses arguments that are mere exhortation or propaganda, he is noticed by many people and his actions are criticized. The same individuals who would not criticize a child because he made a mistake in arithmetic will criticize him vigorously when he is practicing the ways of living characteristic of a democratic society. And yet unless he has many opportunities to practice, he will never learn those ways. Adults must recognize that when he does practice complicated activities he is going to make mistakes.

Some of the elements of democratic behavior that need to be practiced if they are to be learned are problem solving by use of the scientific method, examining propaganda, and dealing with conflicts in emotional situations. They must be practiced in about the same way in which they will eventually be used.

Problems by the Worldful

MANY situations in which these democratic activities are used in daily living involve conflict and controversy. Controversial issues are extremely important in a good program of education at any level; for they

SLOWLY, perhaps surely, America is taking action against the foes within her borders. One of these is King Alcohol, whose diabolical warfare strews this country, as it does others, with social and economic wreckage. Suggested here is a line of attack which has the outstanding merit of combining an assault on the alcohol problem with a defense of America's prized way of life.



provide rich opportunity for the practice of democracy. One controversial area that shows great promise for inclusion in the public school curriculum is that of the effect of alcohol on modern society. The vast scope of this area is described on pages 1 to 4 of a new book, *Alcohol and Human Affairs*, by the present writer and John R. Montague, published this year by the World Book Company:

. . . The first step in any study of the question must be to realize that it has many sides. One of these is the health aspect of the problem, already mentioned. Alcohol creates problems for physicians who treat sick bodies and for those who treat sick minds. Drinking is a matter of concern to clinics and hospitals, both private and public.

From another point of view, drinking presents a problem in individual standards of conduct. Some persons believe that a man should be free to drink if he wants to and if he keeps within the bounds of the law. Others feel that no one should drink—that drinking should be outlawed. Those who hold one point of view argue hotly with those who disagree. Religious organizations have taken up the question. The teachings of one church group often disagree with those of another.

Drinking is also a complicated and unsolved legal problem. Nations, states, towns, and villages have made laws to control how alcohol is made and sold and drunk. The laws differ from place to place. The laws often fail to do what they are intended to do.

Drinking is an economic problem. On the one hand the abuse of alcohol costs the nation great sums because of accidents, illness, crime, and waste. Against this loss must be set the billions that the liquor industry pays out in taxes, dividends, and wages.

The whole picture is extremely complicated. It is easy to say that something must be done, but it is hard to be sure of just what to do. Many persons have come forward with solutions. Each one is ready to argue that his is the right solution. But selecting the right answer remains an enormously difficult task.

All the great problems of human affairs have one thing in common: They are so complicated that they provoke many arguments. They provide many difficult puzzles for which there are no easy answers. Look, for example, at the greatest of all the problems that perplex the world, the problem of war and peace.

War and preparations for war reach into nearly every home, to take men and women for service in the armed forces or in industry. Vast sums of money are raised to finance the production of the supplies and weapons of war. Other vast sums are paid out in wages to those who work and those who fight.

Modern weapons may well prove to be so devastating that war will destroy our homes and the very industries that support war. The situation is so dangerous (and so illogical) that sincere people are earnestly seeking ways to insure peace. Many ways to preserve peace are suggested. Some hold that the way to peace is through making the nation so strong that no one will attack it. Others believe that each nation should give up some of its independence in favor of a world federation. A third group believe in one world with no nations. There is

much discussion about which proposal is best, and there is sharp disagreement among people of good will. Each group is sure that its answer is the only true answer. Arguments between the groups are heated.

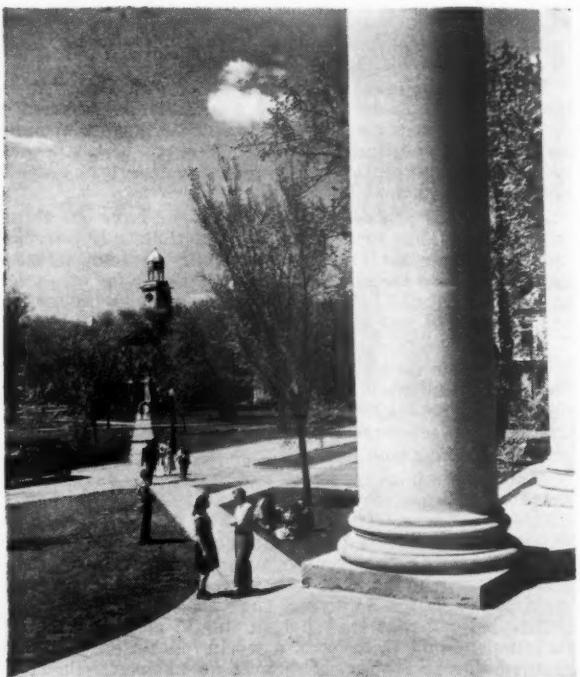
So it goes with all great problems. They are complex, they are confusing, they are a source of angry debate. There are many other problems for a citizen to face. Among them are these: securing adequate protection for everyone's health, smoothing out labor-management relations, controlling the cycles of inflation and depression in business, finding adequate funds for the housing and support of public education, conserving the natural resources of the nation. Each of these problems affects nearly every person in his home or school or business or community life. Each problem has a long history of attempts to solve it. None of these attempts has been entirely successful. Every proposed solution has both good and bad aspects which must be weighed carefully before decisions are made. Quarrels over which solution is best have divided the population into groups. Each group proclaims that its answer is the best one. All too often the opposing groups use name-calling instead of intelligent proof to support their points of view.

The alcohol problem must be solved if our society is to continue to improve. It is controversial and so can be used with profit in all public schools in order to encourage the practice of democracy. Moreover, every state of the Union now requires that instruction be given, at one grade level or another, concerning the effects of alcohol.

Analyzing the Alcohol Problem

If students are going to propose solutions, they must be encouraged to consider all the facts, and in the alcohol problem all these make a very impressive list. It is impossible to include them in a brief article, but a few may be suggested by the following pertinent questions:

How many persons find employment on farms because grain is used in the manufacture of alcohol? How many



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people work in factories where bottles to contain alcohol and alcoholic beverages are made? How much paper is used a year by the alcohol industry for advertising, packaging, correspondence, bookkeeping procedures, and other purposes? What part of the income of advertising companies and of their employees comes from the alcohol industry? What percentage of the income of magazine publishers comes from the alcohol industry? Would these magazines be available if it were not for the income from the alcohol industry? How many people are employed directly in the manufacture of alcohol or alcoholic beverages, or in the wholesaling of it, in the retailing of it, in the collecting of taxes from it, or in enforcing laws necessitated by it?

What is the amount of taxes coming from the industry? What taxes are paid on local property owned by the manufacturers of alcohol products and by dealers? How much is collected by local governments, by state governments, and by the federal government? How are these taxes used? What activities of social value are supported by them? What would happen if the taxes were not available for the support of these activities?

How much crime results from people's being under the influence of alcohol? What is the cost of this crime in the way of expenditures for law enforcement? How many broken homes arise because of the unwise use of alcoholic beverages? How much juvenile delinquency? How many automobile accidents? What is the total of those in terms of damaged property and human lives?

While students are collecting facts, they will come face to face with propaganda. They will find that the publications of the Woman's Christian Temperance Union, of the Business Men's Research Association, of Allied Youth, and of other similar organizations do not contain all the facts. They will find that the publications of the wine industry and of the National Distillers' Association do not contain all the facts. Each group tends to choose from among available facts those that suit its own ends. Students must be encouraged to seek out the truth that emerges from a study of all the information.

Students will find that liquor advertisements picture a very refined gentleman of leisure with a gardenia in his buttonhole and a glass of whiskey at his right hand. They know that schoolteachers and parents don't look like that. These attractive advertisements attach social prestige and all that goes with it to the business of drinking old-fashioned.

Young people must learn to analyze this type of appeal as they listen to radio programs concerned with one or the other side of this issue. They should learn to recognize propaganda when they hear it. They must have practice in dealing with attempts to influence them by this means.

Light from Many Sources

As they start to collect these facts and use them, boys and girls will find that value systems are important. They will be forced to recognize that there are some systems which set up extremes of good and evil, of right and wrong—systems which various groups of persons have accepted and believe to be absolute and invariable. The students will find too, however, that the values held by one group differ from those held by another. They will begin to learn how difficult conflicts can become when standards of right and wrong are involved.

They will discover, for example, that some ministers say it is a sin to drink alcohol in any form, whereas others

look upon drinking as a social custom with no system of right or wrong associated with it. They will learn that in many churches an alcoholic beverage is used in the rite of Holy Communion. As students find ideas of good and evil, right and wrong, impinging upon them in school, they will begin to think about the problem of how to tell what is right. And this is one of the problems that they ought to think about if they are to understand democracy as it is lived.

There are still more facts to be collected. Students should know about the chemistry of alcohol, the way in which it is made, its varied uses, its value in industry—this quite apart from the social problems of beverage alcohol. They should know about the effects of alcohol upon the human body and the effect of the body on alcohol. They should know the methods that have been used to control the use of alcoholic beverages—which methods have appeared to work best, which ones did not work, and what the difficulties of control really are. They should also know what other nations are doing in their endeavor to solve this problem.

Solutions Under Scrutiny

ONLY when they have accumulated all the facts and studied them, should the young people be encouraged to formulate proposals for dealing with the problem. They may conclude that nation-wide prohibition is the best answer—or state sale or open bars or rationing or limiting liquor sales to beer and wine, or local option.

Perhaps they may come up with some new ideas after they have studied their array of facts. They should be encouraged to do so, because new ideas are surely needed. The problems of the alcoholic and of the consumption of beverage alcohol by persons who are harmed by it are increasingly important social problems. If the schools encourage boys and girls to get all the facts, to look them squarely in the face, and to formulate some new ideas based on the facts, there is hope that we may eventually come upon some better answer than we have now.

But they should examine all proposals critically, ask questions about them. When a solution looks to be a good one, how can we tell whether it would work if it were tried? What are the criteria of a good solution?

If the students believe they have found a good solution and wish to have it tried, they should then learn the processes by which one gets society to try out any new idea. This may involve appearing before the city council or going to the state legislature. It may involve devel-

oping an educational program. It might even involve the federal government. The schools should encourage boys and girls to try to get their ideas put into effect. This is another phase of democratic action that is learned as it is practiced.

Gains Immediate and Remote

IN doing all these things students will have learned to recognize propaganda and its uses in the field of alcohol consumption and human affairs generally. They will have learned to recognize facts and to be humble before them. They will have begun to learn that there are social gains and social evils in most human problems and that in modern life situations are rarely all good or all bad. Going on from there, they will try to increase the amount of good and to reduce the amount of evil. They will learn that society is a long way from being all good. As they develop the attitude of seeking for the good, they will strive to improve society by democratic means.

They will have gained some understanding of the way in which advertising affects American lives—its good effects and its bad effects. They will begin to develop an understanding of the scientific method. Practice in using it will tend to make it a part of their behavior, so that they will continue to use it with other problems.

In the study of the problem of alcohol they will have had many opportunities for democratic action. They will have practiced again and again the kind of behavior that makes up democratic living. Finally, out of their experiences with value systems, they will begin to develop standards by which they can regulate their own lives.

As the schools carry on this type of work in classrooms, teachers and administrators come to recognize the difference between ends and means in education. The end and aim of education is to produce a person who exhibits the best type of democratic behavior. A study of the alcohol problem is one means toward that end, and a very good means. The problem is controversial, and it is going to be with us for a long time. It may be that if the schools use it wisely, courageously, and boldly, high school students may invent some solutions that society has so far lacked and that it needs very sorely. In any event the skills acquired and practiced in the process of accumulating the facts, analyzing and appraising them, and drawing inferences from them are bound to be of value to the individual students. Society too will profit, because the development of more able citizens is, for a democracy, a permanent goal.

THE SAGES SAY—

A man takes a drink, then the drink takes a drink, and the next drink takes the man. —JAPANESE PROVERB

Great discoveries and improvements invariably involve the cooperation of many minds.

—ALEXANDER GRAHAM BELL

Education is the only cure for certain diseases the modern world has engendered.

—JOHN BUCHAN

O God! That men should put an enemy in their mouths to steal away their brains!

—WILLIAM SHAKESPEARE

What Do Parents Really Know About

Children?

F. P. ROBINSON
AND C. M. CULLETON

BUT, Mom, all the kids stay up later than I do." How frequently this refrain is heard in many homes! Is the child right, Mother wonders, or is he merely trying, as he constantly does, to gain more privileges and greater independence?

"Junior, I wish you were as neat and polite as other children," says Mother, using the same device. Is she correct in her estimate or is she merely trying, as she constantly does, to get Junior to progress a little farther on the long road to adult behavior?

Because people like to feel that they are not outdistanced by others, both parent and child hope this type of argument will be effective, and very often it is. But all too soon each comes to realize that the other often exaggerates in order to make a point. Strange to say, neither seems particularly aware when he himself is doing it, and the encounters become more frequent and more serious as the children grow older. Points of conflict become exaggerated. The parents

complain that the child won't pay attention to anything they say, and vice versa.

Now, semanticists and psychologists tell us that if we would deal with the facts in a situation rather than use propaganda, a great deal of the conflict between parent and child would be reduced or disappear. How much happier a mother would feel if she knew that actually her child excelled other children in certain respects, his apparent failure being due to the fact that her standards had been set too high. And would not many a child be less resentful of restraint if he knew better than to believe everything his playmates said when boasting about their freedom?

One enterprising teacher in Wapakoneta, a small city in northwestern Ohio, set out to see if she could help parents with this problem and at the same time gather some data to illustrate it. The school had an active P.T.A. group, so she discussed the project with the mothers of the fifth- and sixth-graders. They were enthusiastic about an opportunity to find out what other children in the grade were doing and what the other parents thought ought to be done. First they made a list of typical points of conflict between parent and child: bedtime, size of allowance, number of movies attended, health practices, frequency of serious talks between children and parents, and the like. About each of these items three questions were asked: *How do you usually behave? How does the average child in your grade behave? If things were ideal, how would they be?* All the children in several fifth- and sixth-grade classes filled out these questionnaires. They then took a similar set



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home to their parents to be filled out. The parents' questionnaires asked, with respect to each of the items: *How does your child usually behave? How do you think the average child in his grade behaves? How would the ideal child behave?* They filled out the questionnaires without knowing what their children had said.

When all the questionnaires had been collected, the answers were compiled and the results presented at a P.T.A. meeting. Needless to say, the parents found the analysis most interesting. More important, the lack of agreement demonstrated by their children's answers and their own made them realize how often they simply hadn't known what they were talking about. As a result of this discussion, the parents became more realistic in their demands, and it must be admitted that they found the statistics carried more weight with their children than their own statements of opinion had done.

Points of View

SOME conclusions from the sixth-grade questionnaires will illustrate how points of conflict tend to cause distortions in estimates of behavior. The first thing evident from the results was that in each case the child and his parents tended to agree upon how he actually behaved. Thus the typical allowance reported by the children was fifty cents, and their parents reported the same amount; the typical bedtime reported by the children was nine-thirty, and their parents said it was nine-fifteen, and so on. Differences found here were small and seemed largely a matter of chance.

When we look at the data on what parents and children believe would be ideal, however, there are marked discrepancies—as might be expected. The average ideal allowance according to the children was eighty-nine cents, fifty cents according to the parents. The ideal bedtime according to the children was ten o'clock, but the parents suggested nine. The children thought two to three movies a week would be ideal, but the parents thought one. The children wanted to listen to six radio programs a week, but the average parent thought that three would be enough. On only one item did the ideal number suggested by the parents exceed that given by the children. The parents thought that two or three serious talks a week with their children were desirable, but the children thought one a week would be enough!

With these data we can see what effect such "ideals" or goals might have on one child's estimates of what the typical youngster in his grade does. It was evident throughout that all children felt that the average child was getting a better deal or was more nearly reaching the ideal than

BACK in the days when Mother always knew best and children knew very little, parents doubtless had an easier time of it. At least, one supposes, their edicts were not subjected to veto by the children on the ground that "other kids" didn't have to behave that way. But perhaps today's parents would have a less difficult time if they deplored less and investigated more. Here is the story of what one group accomplished by finding and facing the facts.

they were. For instance, they believed that the typical child received seventy-five cents as allowance. This sum, it will be noticed, falls between the average actual allowance, fifty cents, and the ideal of eighty-nine cents. It was thought that the typical child went to bed at nine forty-five—an estimate halfway between the actual nine-thirty average and the ten o'clock ideal. In general, then, the children's notions of what happens to other children in their group are colored by their desire for greater privilege and independence. Only on one item, "serious talks with parents," did the typical child tend to think he was getting a better deal than the other children. Since this is an item that children can in part control, they may have answered in such a way because of self-pride.



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The parents' estimates of what the typical child in the grade does seemed to be affected by one other variable. That is, when parents are not speaking directly to their children and when they are reporting (even though anonymously) to a teacher, they tend to show both pride in how well they have done and a low opinion of other parents' accomplishment. Thus they thought the typical child went to bed at nine-thirty, whereas theirs went at nine-fifteen and the ideal bedtime was nine. They thought the typical child went to two movies a week, whereas theirs went to one and a half and the ideal was one. They thought the typical child had one serious talk a week with his parents, whereas theirs had two and the ideal would be two or three a week. Yet to hear many parents talk to their children, one would scarcely believe they thought so well of them!

It Pays To Have the Facts

THESE averages, however, do not show the broad range of answers given to each question. And it is this wide difference that reveals most clearly how often parents (and children) don't know what they are talking about. For instance, one parent thought that the typical child received no allowance each week; another thought the typical allowance was two dollars a week. Some parents thought that a typical sixth-grader went to bed at eight o'clock, while others thought eleven a typical time! One parent thought the typical child listened to one radio program each week. At the other extreme, another parent thought the average was sixteen.

Inspection of the individual questionnaires

showed that these widely differing estimates of what others do tended to be related to the behavior demanded of the observers' own children. Thus those parents who gave large weekly allowances tended to estimate that other parents also gave big ones. Those who let their children go to bed late tended to estimate that others let their children go to bed just as late. Parents like to think of other parents' behavior in such a way as to justify their own.

In brief, then, parents often do not know what they are talking about when they tell their children what other children typically do. They edit these estimates so as to direct their own children's behavior in the direction they feel is best. But when talking to the teacher, they show pride in their achievements with their children. On the other hand, the youngsters themselves tend to realize that their parents use propaganda rather than facts and so resist their pleas. Furthermore, their behavior is colored by their belief that other children get a better deal than they do.

When parents in a neighborhood or school too frequently come up against the argument of "all the other kids can do it," they will find it helpful to get together and exchange notes as to what their children actually do and what they would like for them to do. Surprisingly often they will find that the children's main line of defense is very weak indeed, that the pattern of what "all the other kids" are permitted to have and to do is not quite as represented. And out of this airing and comparing of views may come some wholesome changes in their own ideas about what may justly be expected of the young in a very trying world.

A PERMANENT HEADQUARTERS FOR THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

AT last the parent-teacher organization is to have a home of its own, the only building in the world dedicated exclusively to parent education and the welfare of children. On the second day of the national convention at St. Louis, the 1,661 delegates voted almost unanimously in favor of erecting a headquarters building in Chicago, where the National Office is now located.

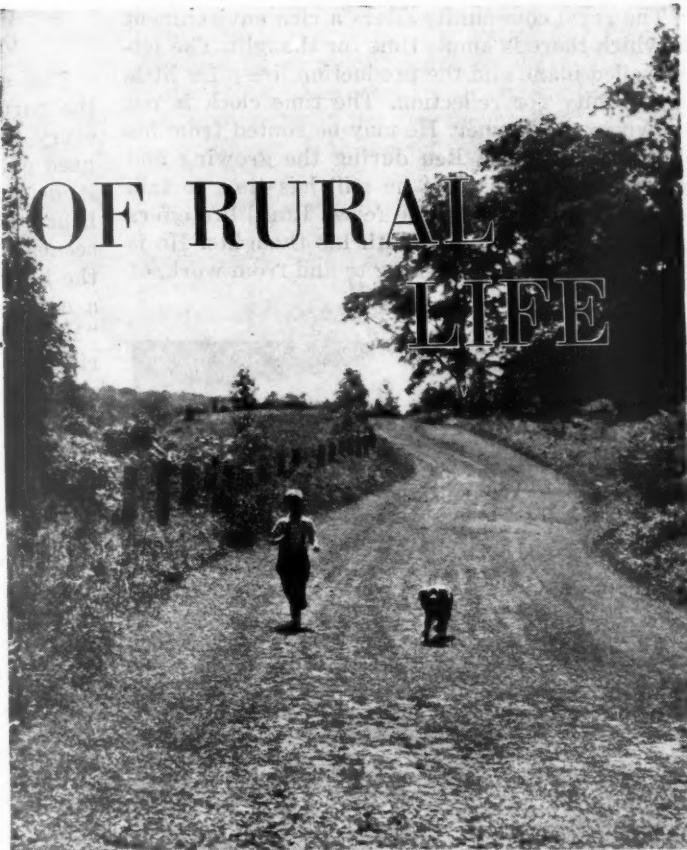
"Headquarters for the Congress!" will be the rallying cry of six million parent-teacher members as each does his share in raising the funds needed to carry out the project. Plans for the new building will be ready by September, but plans for the establishment of a national headquarters have been a concern of parent-teacher leaders for no less than fifty years. From 1897 to 1899 the brand new organization was housed in a building of its own in Washington, D. C., through the generosity of Phoebe Apperson Hearst, co-Founder. Some twenty years later, in 1917, the National Congress bought a three-story structure in Washington, which was put to immediate use as a center for servicemen in and near the city. It was sold in 1920, and for eighteen years thereafter the National Congress maintained its headquarters in the building of the National Education Association, also in Washington. In 1939 the National Office was transferred to Chicago, a more conveniently central site for an organization that spans the continent.

The new building will house all the administrative activities of the National Congress, including the editorial and publishing offices, and will be designed with sufficient flexibility to allow for steady expansion and extension of parent-teacher work.

THE *Romance*

OF RURAL LIFE

MODERN life, as compared with the simple and rugged life our forefathers knew, is easy to live but sometimes hard to keep up with. We all need the enrichment of solitude and quiet, and in our cities both are hard to find. Yet all over America, in the peaceful, prosperous rural areas, both can be had in abundance. The boys and girls of America's farms and rural villages know many advantages denied their city cousins. How can these priceless advantages be shared?



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I. D. WEEKS

THE thoughts to be conveyed here might well be encompassed by the theme "Rural life is a way of living." The writer is well aware that there are serious economic problems that affect the farmer and others who live in the country, but these do not come within the scope of this article. In fact the ideas expressed herein are based upon the age-old concept that man does not live by bread alone.

Approximately fifty-seven million persons are now living in the rural areas of the United States. (The term *rural* is usually applied to the open country and to towns and villages of twenty-five hundred or fewer inhabitants.) Only some twenty-seven million of these persons are living on farms, since the invention of modern farm machinery has tended to increase the size of farms and thus to decrease the number of farmers. It is estimated that not more than half the boys and girls now living on farms will be needed to operate those farms. Hence more and more young people will leave the country, as they have done ever since the

turn of the century when the shift of population from country to city really began.

On the other hand, there is also a significant movement of people from the congested cities to rural and suburban communities. Men and women are coming to realize that there are noticeable shortages in American life that rural living can correct to some degree. Cities have become congested, and urban life has been accelerated to such a rapid tempo as to leave no time for thinking and reflection. Man needs quiet and freedom from the rush of surging humanity to acquire emotional balance, poise, and peace of mind. Yet modern living in most urban communities makes for confusion and mental tension.

America in our time requires citizens who will participate in local social institutions and feel a definite responsibility for their effective functioning. It is our sincere belief that men and women in our rural communities possess those very qualities, which are essential to the development of traits sorely needed in American life.

The rural community offers a rich environment in which there is ample time for thought. The jet-propelled plane and the production line offer little opportunity for reflection. The time clock is not known to the farmer. He may be roused from his slumbers by a Big Ben during the growing and harvesting seasons, but he still has time to talk with other men across the fence. Rural life offers a man time to be alone with his thoughts. He is spared the strain of rushing to and from work, of



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which his city brother is a victim. The tempo of village life and the nature of farming are conducive to the development of inner poise and freedom from stress and tension.

Hand in Hand with Nature

RURAL living not only provides one with time to reflect but enables one to become an ally of nature. The farmer is so dependent upon the elements that he observes the laws of God in a manner unknown to the majority of city dwellers. Those who live close to the soil and commune daily with nature develop a wholesome frankness and simplicity. Farming places one in constant contact with the handiwork of the Almighty. Every ear of corn is a mystery, and even every potato is unexplainable. As Goethe once said, "Nature is the living, visible garment of God." And an anonymous poet has written,

Where ill thoughts die and good are born—
Out in the fields of God.

The artist and the poet have long recognized the rural community as a place possessing what every man needs to live abundantly. The reader need only to recall such paintings as Millet's *The Angelus*, Breton's *Song of the Lark*, Rosa Bonheur's *The Horse Fair*, and Van Gogh's many vivid scenes of the wheat fields in southern France to see the beauty in nature. Whittier brought people to a new appreciation of nature through his poems "Maud Muller" and "The Barefoot Boy." Katherine Lee Bates sensed the beauty in rural life when she wrote "America the Beautiful." Robert Frost's "Mending Wall" and "After Apple Picking" recreate this life in all its fullness.

Today our large cities are spending thousands of dollars for parks and zoos to bring to their citizens what rural communities already have in abundance. Someone has aptly remarked, "God sleeps in the mineral, breathes in the animal, and wakes in the human." Rural America abounds in the romance of nature. A closeness to God's out-of-doors is one of the natural endowments of country life.

Neighbors, Friends, and Co-workers

IN the country the school, church, and local units of government are all much nearer to the individual citizen than are similar institutions in the city. Every parent knows the members of the school board, the teachers, and the pupils. He can be led to see his responsibility for the well-being of local institutions much more easily than can his city brother, who may live in an area with a half million population.

The teacher in a small rural community feels a responsibility toward parents that is frequently lacking in the impersonal environment of the city. The rural school has been indicted from so many sources that those who should be striving for its improvement have succumbed to defeatism. There are, to be sure, weaknesses in many rural schools, but there are also numerous inherent strengths in this time-honored social institution. Among them are the opportunities afforded the teacher for knowing intimately each pupil and each pupil's family. The pupils are a part of a community with common interests. Every boy and every girl lives in an environment that abounds in the resources of nature. The rural school has many possibilities for becoming a center of community activity—and thus is an asset to all the people of that community.

The rural church, while often characterized as obsolete, has many qualities that should be nourished. Because it is relatively small it offers its

members many chances to participate in church work and to assume leadership. It holds a unique position in providing spiritual experience to those who seek the abundant life.

In an age of centralization in government, religion, and education, it is refreshing to live in a community where persons entrusted with administering social institutions live close to all the people of the community. The proximity of those who govern to those who are governed is another great value inherent in rural America.

A democratic society requires citizens who will carry responsibility for the affairs of that society. If people are to prepare themselves for such obligations, they must not only be educated to do so, but they must live in an environment conducive to the development of this type of behavior.

Family Life in the Country

ON the farm the children have chores to do and regular work to perform. Even a villager can have chickens and possibly a pony, for which the boys and girls may be responsible. Rural young people learn to work and thus gain invaluable training in self-reliance. It is extremely difficult for city parents to provide situations or create opportunities that will foster this essential human trait. Yet the twentieth century is desperately in need of men and women who will take the initiative in social and civic activities. The writer believes that rural America offers a rich environment for developing in mankind the qualities necessary to the welfare of society.

A wholesome family life is considered the very bulwark of democracy, and the farm home is so constituted that it cannot fail to produce a spirit of unity and solidarity. Every member of the family spends a great deal of time in the house or on the farm. All of them are deeply interested in the running of the farm. Questions about preparation of the soil, seeding, harvesting, livestock, and marketing are discussed around the dinner table—and discussed by everybody, old and young alike. Is

this not in marked contrast to the variety of interests in any average city household? With 3.1 divorces for every thousand people in the United States, those interested in preserving the American family would do well to find out what rural home life can do to correct this social evil.

Opportunity for Enrichment

THE reader may say, at this point, that many rural communities do not cultivate social responsibility on the part of their citizens; that rural family life is not always wholesome; that divorce is prevalent also in rural areas; and that many homely virtues are becoming out of date. It is not the purpose of this article to examine such assertions but rather to show that in the fertile soil of rural America desirable traits of human behavior may be—and often are—developed.

The extent to which these virtues thrive depends upon the leadership to be found in the community. Leaders with vision, with the will to develop more vital schools and churches, can accomplish outstanding results. Men and women of zeal who understand rural life are needed to help country people realize the benefits awaiting them.

True, our farm organizations, parent-teacher associations, and many other groups and agencies are doing much to foster leadership. They are making rural people aware of their problems and of ways and means of attacking them. Rural communities in America do have many limitations, but most of these can be corrected if enough people really want to correct them. Defeatism and cynicism cannot make any community a better place. Rural communities require men and women with ability, imagination, and a desire to make rural life an attractive and wholesome way of living.

Rural America offers romance and a challenge to those who are seeking an abundant life. It offers the beauties of nature, time for developing a reflective habit of mind, and all the fundamental human experiences needed to foster social reliance and responsibility.

OF FARM, FIELD, AND FOREST

I WENT to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.—HENRY DAVID THOREAU

THE country is both the philosopher's garden and his library, in which he reads and contemplates the power, wisdom, and goodness of God.—WILLIAM PENN

No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem.
—BOOKER T. WASHINGTON

As a work of art I know few things more pleasing to the eye, or more capable of affording scope and gratification to a taste for the beautiful, than a well-situated, well-cultivated farm.
—EDWARD EVERETT

WHAT'S HAPPENING IN EDUCATION?



• As a P.T.A. member of fourteen years' standing I wish to express my disapproval of the immoderate terms in which you attack the bill for the establishment of an extension service in the Department of Labor. (See "What's Happening in Education?" for March 1949.) I question the objectivity of one who characterizes a request for duplication in educational services as "one of the most pernicious," and so on.
—V. F. G.

A SOMEWHAT more detailed protest comes from Kermit Eby, now on the faculty of the University of Chicago and formerly education director of the C.I.O. Says he: "Realizing how fair-minded the members of the P.T.A. are, I am sure you will examine the bill further before passing judgment upon it."

Very well. I now have the bill before me—S.110 and H.R.1511. I urge readers to secure copies for study. Also before me is promotional or explanatory literature from the National Committee for the Extension of Labor Education, 1508 Seventeenth Street Northwest, Washington, D. C. Write for that, too.

If I read them correctly these bills would:

1. Set up a labor extension service in the Department of Labor.
2. Set up a national labor extension council to formulate general policies for the service.
3. Underwrite the costs of labor extension boards in each state, with a director in charge.
4. Enable bona fide labor organizations to request institutions to establish courses for worker education. The institutions would present their requests and cost estimates to the state board, which in turn would present a plan for approval by the national labor extension service in Wash-

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

ington. Twenty-five per cent of the federal funds advanced must be matched by the states (but the basis of matching is very broad indeed).

What is the bill's purpose? "To promote the welfare of wage earners, through a program for the dissemination of useful knowledge to provide a means by which the nation may conserve creative capacities of workers and to promote cooperative relations and mutual understanding between labor and management."

I am all for educational needs' being met wherever they exist, but before we pass this bill we deserve adequate answers to such questions as:

1. Is the establishment of another educational agency outside the state boards of education and the U.S. Office of Education really necessary? The task force of the Hoover Commission recommends against specialized educational programs outside regular channels.
2. Why not increase the funds allotted to land-grant colleges, which were established for "agriculture and the mechanic arts"? Proponents of the bill point out that nonpublic institutions cannot receive such aid. Well, should they? There is a constitutional issue here.
3. Why not use vocational education funds? Proponents say yes, that the Smith-Hughes Act is broad enough to permit this but that they run into a stone wall when they try to liberalize the vocational program. Comment: Can't labor push over stone walls? Michigan used vocational federal aid for the types of courses proposed in this measure.
4. Why should this plan be administered by the Department of Labor instead of by education authorities? Proponents answer: Because of the resources of information in that department. Comment: Aren't those resources available to all?

5. Why should an adult education program serve only wage earners? In farm regions everyone benefits from the extension service. Why not federal aid for general adult education?

6. What educational and lay organizations support the bill? The American Federation of Teachers, the American Federation of Labor, the Congress of Industrial Organizations, the Farmers Union, the Y.M.C.A., and so on. Professor Eby adds the Association of Land-Grant Colleges, but I

find no record of formal action by that group. The National University Extension Association wants a broader adult education plan. The National Council of Chief State School Officers strongly opposes all federal programs that by-pass established national, state, and local channels. No support for this program comes from the N.E.A., the A.A.S.A., or other national education organizations. Labor organizations have not sold their idea to major lay groups or to professional education groups.

In my previous column I called this proposed measure "pernicious," meaning "ruinous, destructive, hurtful" (Webster). Maybe "pernicious" is too strong a word. Let's say that I am not convinced that this is the best way to provide the educational service which labor groups say they need. Read the bill yourself. Make up your mind. This is an important issue.

• Some time ago you wrote that three ships might be released by the U.S. government to transport people who plan to study in Europe this summer, including teachers and students. Were the ships released? If so, can one book passage on them?—Mrs. J. C.

YES, three wartime transports have been leased to the United States Lines to carry groups or individuals going to Europe for study. They are the *Marine Flasher*, *Marine Tiger*, and *Marine Shark*. Applications should be made not to United States Lines but to the Council on Student Travel, in care of John Rosengrant, 156 Fifth Avenue, New York 13, New York.

Round-trip rates for Spartan dormitory space are \$350 to England, \$380 to France. You must plan to stay at least six weeks and to make the trip for study or cultural purposes. (*Tiger* and *Shark*, indeed! It seems to me that \$350 is a lot of money for the privilege of bunking with a dozen or more people for eight or ten days. Actually you can fly round trip to Europe for \$350 via Youth Argosy, if you can reserve space.)

These figures contrast markedly with the \$120 round-trip fare on one-class boats after World War I. Paul Hoffman, ECA's able director, certainly missed a trick when he and his European co-workers failed to provide low-cost travel to Europe, especially for teachers and students. Dollar-hungry Europe needs U.S. tourists, but travel remains in the luxury class or near it. I estimate that failure to unscramble the travel jam will probably cost Europe a hundred million American dollars this summer.

And don't blame American industry for the high travel costs. One of the world airline companies would cut its \$600 transocean round-trip rate to about \$250 if permitted. Recently it asked the U.S. government for permission to cut its rates. What

did the government, through the Civil Aeronautics Board, do? It ordered lines to raise rates to Europe.

So don't expect bargains this year, but let us all plan for next year now. It is time to bring pressure on the government, ECA, and other agencies to extend travel opportunities beyond Park Avenue to Main Street. If travel is educational, why not bring it within reach of educators? Certainly the teacher who expects to teach about ECA can do a better job if she is able to see the workings of ECA at first hand.

• Where can one find information about auditorium programs?—M. M. D. (principal)

TRY *School Activities* magazine, 1515 Lane Street, Topeka, Kansas. You will find timely programs, too, in both *The Grade Teacher* and *The Instructor* magazines. *Junior Scholastic* often carries plays or radio programs that can be used.

I have recently seen some excellent new material from the Radio Division of the Department of Public Information of the United Nations, Lake Success, New York. These are kits of materials for school broadcasts. You can put them on as mock broadcasts or over public address systems or even local stations. Number five, for example, has a script written for student use in the *U.N. Calling You* series and takes up WHO, the World Health Organization. Also in the kit are *Flashes from Lake Success*—news notes that can be put on over public address systems, used in class, or published in a student newspaper. All the materials have been prepared by a teacher who knows from experience how to write for student programs, Olive McHugh of the Toledo Board of Education, now on loan to UN.

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Note: That fine booklet on the Life Adjustment Program I mentioned last month now has a good companion, *A Primer of Life Adjustment Education* by Dan Hull of the U.S. Office of Education. Where the first bulletin told the need, this one gets down to the brass tacks of what to do. If you want your high school to improve its service to youth, you will want to read this booklet closely. It reports specific examples of what school systems are doing to revamp their programs.

You will find case studies from Minneapolis, Minnesota; Newark, New Jersey; Newtonville, Massachusetts; Springfield, Missouri; Highland Park, Michigan; Tulsa, Oklahoma; and other centers. You will find examples for private as well as public schools. Order this important and pleasantly brief (thirty pages) document for forty-five cents from the American Technical Society, 850 East Fifty-eighth Street, Chicago 37, Illinois.

—WILLIAM D. BOUTWELL

The High Art of Belonging

X.

THE DEEPEST KIND OF BELONGING

I WROTE out a check the other day for my annual dues to one of my favorite organizations. As I slipped it into the envelope, I found myself recalling with peculiar vividness the occasion of my joining, almost twenty years ago.

I remembered how a certain friend called me up one evening and talked me into going with her to a meeting. A new adult education group had just been formed. She thought I would enjoy some of the people, and besides—well, it did seem high time for all of us who were interested in the same angles of adult education and community structure to get together, know one another better, become aware of our common aims, instead of all pulling and hauling in different directions without even realizing what we might be doing to one another's programs.

It sounded convincing as she put it to me over the phone. Half reluctantly I laid aside the book I was reading, changed my dress, and went along with her—to enter into one of the most cherished fellowships I have known.

I could still recall—as I sat there with my "dues envelope" ready to mail—the dawning pleasure of that first meeting, the growing sense that I

belonged even before I had officially joined. The group felt right. The faces looked right, in their keen, self-forgetting awareness of jobs to be done. The words sounded right to my appraising ear. I had, in short, the feeling that most of us happily do have now and then, of having come home—of having come home mentally, emotionally, and spiritually.

True, I had met many of the people, perhaps most of them, for the first time that evening. I had not known their names before, nor their individuated expressions and voices. But human beings, I believe, can never be counted as strangers to me if, in Mark Turbyfill's words,

... there is something in their eyes,
And about their faces
That whispers to me . . .
Of the lost half of myself
Which I have been seeking since the beginning
of earth.

The fact that I felt that way about the persons I met that evening opens up some nice psychological questions. When did I join this group? Did I join it at the close of the meeting, when I spoke to the secretary-treasurer and laid down my two

BONARO W. OVERSTREET

dollars on her desk? Or had I, in all but official detail, become a member of it long before, when in home and school and community I was gradually initiated into a larger fellowship of which this was but one small working unit? If anyone had asked me, that first night, whether I was prepared to join—prepared to take on the spirit and the labor of this particular organization—would I not perhaps have been justified in quoting Socrates: "Know ye not that I have been preparing for it all my life?"

Adventures in Membership

THROUGHOUT this series of articles we have talked of many different groups and of the art of belonging to them. Here in this final discussion we need to probe more deeply. We need to ask whether it is not true that we begin in our earliest childhood, at the time when our first habits and attitudes are being shaped, to join all the groups that will later, in our adult years, have our names on their membership lists.

To put the matter sharply, long before we join an adult education association or a P.T.A., a community council or a craft class, a bridge club or a country club, we take out one kind of membership or another in the human race. I don't mean that we take out such membership by just being born. In physical fact, we do thus "join" our species. But the far more significant thing is that we join it, or some portion of it, by gaining relatively fixed habits and attitudes that we later call our value system or our philosophy of life, our code of relationship to those who share with us the enterprise of being human. By the time we are adult—and are making our own official choices of what to join—every membership we take on reveals the quality of our deeper membership in mankind.

Sometimes parents knowingly enroll children in certain groups that may play a major part in their lives. They take small Betty off to Sunday school and begin the process of making her feel so much at home with various rituals, beliefs, and forms of fellowship that there is a fair likelihood of her

holding them dear throughout her life. As soon as small Peter is born, they do their quick arithmetic of hope and enter him in his father's college, there to become a freshman in some distant autumn.

More often, however, parents prepare children for their later joinings and refusals to join without realizing what they are doing in this respect. They prepare them by every rule they lay down—and, more contagiously, by their own behavior.

Out in California a few months ago I talked with a woman who had become worried about some of her own points of view—or perhaps not so much worried about them as merely aware of them for the first time. A club to which she belonged had voted to broaden its base of membership and had invited in, among others, two Chinese women. Having cast her own firm but futile vote against such action, this acquaintance of mine had announced that she herself would drop her membership. She would not mingle socially with

SOMETIMES even the best of phrases, if over used, can make us weary. So much has been said about "social consciousness" and "social significance" that their meaning has dimmed for many people. But the concept behind them, expressed in these articles by the word "belonging," is a vital one and fruitful to explore. In this, the last of the series, it becomes clear that the art of belonging is one that must be widely practiced and universally understood.



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Orientals. Nothing would induce her to do so.

Apparently she had expected that this decision of hers would move the club to reconsider its change of policy. Instead, her resignation was accepted, and she found herself suddenly up against the fact that a number of the women whom she most respected looked upon her not as a staunch defender of the right but as a sort of problem child. The jolt was a severe one. It left her bewildered.

But here is the point of the story, a point that became painfully evident as she talked herself out. Her emotional bias against belonging to any group where she would have to treat Orientals as equals was a *sorry heritage from her parents*.

"From the time I was old enough to be taught anything," she wailed, "I was told you could never trust one of them. Now, well—I can sort of see with my mind that an attitude like that may be wrong, but my bones tell me to stay away!"

The woman's parents, deliberately or otherwise, had restricted her sense of belonging to mankind. They had not prepared her for any membership more inclusive than that of her own race. As a matter of fact, it became clear as she talked on and on that they had not prepared her for any membership more inclusive than that of her own nationality, religious denomination, and social class.

This story would not be worth telling, perhaps, if the woman's plight were unique. But it is not so. It is deplorably common. Everywhere there are men and women who, because of their childhood training, find themselves emotionally unable to belong to the human race.

In such cases there is threefold tragedy. There is tragedy for the individuals themselves, psychological tragedy. For they are—most of them—committed to beliefs, democratic and religious, that do not team up well with their emotional insistence upon exclusiveness and special privilege. Thus whether they know it or not with their conscious minds, they are divided selves.

For their children, however, the tragedy may be even more disastrous. Those children are going to live their lives in a world that has to survive by becoming one world. If their parents pass on to them prejudices that make them into mental and emotional misfits on this changing planet, those parents do them a terrible injustice.

Lastly, where there is prejudice there is tragedy for the human race. And this is perhaps the final word on the high art of belonging. We live in an age when the only specific memberships that it is safe for us to enjoy are those that make man's lot on earth a safer and a more joyous one. We are artists in belonging only if our every act of joining brings us into a relationship that is compatible in spirit with our belonging to the greatest of all fellowships—that of humanity.

AN ANNOUNCEMENT TO OUR READERS

ALTHOUGH practically all periodicals in this country found that they had to increase their rates two and three years ago, the *National Parent-Teacher* continued to operate at its customary dollar a year. This nominal rate was maintained in the hope that climbing prices would level off and that economies in management would offset increased expenses.

However, instead of coming down, most printing costs have risen to such a point that it is no longer possible to publish and distribute the *National Parent-Teacher* at a subscription price of one dollar a year. Of course, our official magazine has never been published for profit, but the problem today is simply one of continuing to operate without going into the red.

The whole question of the advisability of increasing our rates has been given long and thoughtful consideration by the members of the board of directors. Many persons were consulted to enable the board to benefit by their experience, and all of them felt that the price should be raised immediately. Some suggested an increase of at least fifty cents. Others pointed to the increases of 100 and 200 per cent established by publications with a large advertising as well as a subscription revenue. All marveled that the *National Parent-Teacher* has been able to maintain its old rate for so long.

After close study of the magazine's finances and the combined comments and suggestions of qualified experts in the publishing industry, the board of directors voted to raise the subscription price only twenty-five cents a year, beginning September 1, 1949. On and after that date the following rates will apply:

*United States and possessions, \$1.25 a year
Canada, \$1.50 a year
Other countries, \$1.75*

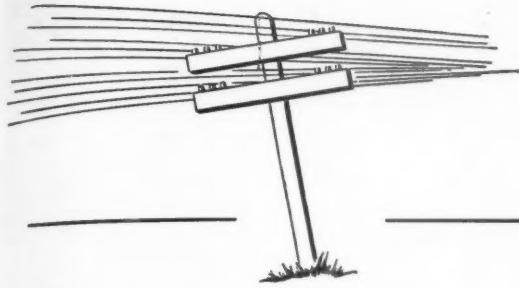
Single copy prices in the United States and its possessions will remain the same—fifteen cents. Elsewhere the single copy rate will be twenty cents.

OF course, all subscriptions received between now and September 1, 1949, will be accepted at the present rates. After September 1 subscribers who do not remit at the new rates will be billed for the difference. I am sure that every local president, every chairman, and every other parent-teacher worker will do all he can between now and September to inform prospective subscribers of the forthcoming increase.

I thank every subscriber, old and new, for his whole-hearted interest and support. Be assured that during the coming parent-teacher year, 1949–50, the editors of this magazine will continue to bring you the finest and soundest of current thinking on matters of deep concern to all of you.

MRS. JAMES FITTS HILL, President

National Parent-Teacher: The P.T.A. Magazine



Notes from the

NEWSFRONT

Men in the P.T.A.—Father's Day, the third Sunday in June, is a good time to remember that Dad is a parent too. In case he still thinks that the P.T.A. is for mothers only, let him look at Hawaii. There men presidents of P.T.A.'s outnumber women presidents by almost five to one. By actual count there are 91 men presidents to only 22 *wahines* (Hawaiian for women).

Fossils and Futures.—A favorite pastime of geologists is estimating the life expectancy of animal families. The horse, for example, has lived most of its evolutionary span and will die out soon, as geologists reckon time—that is, in the next ten or twenty million years. Creatures that crawl, such as snakes and crocodiles, are also past their prime, and many species are already extinct. In forecasting man's future, scientists are more cautious, for man's fossil history is fragmentary.

Still Another Shortage.—According to a recent survey, 38 per cent of 144 cities in thirty-five states lack psychological services for school children. Even where psychologists are employed, their number usually falls far below the desirable ratio of one to every three thousand pupils.

Pulling Strings.—The news that George Bernard Shaw has written a play for the puppet theater draws attention to the long and fascinating history of marionette shows. Little figures manipulated by delicate strings or invisible fingers brought delight to children and older people in ancient China, Japan, Java, Greece, and Rome. And today puppeteers are among the most popular entertainers over that newest of all mediums, television.

Bonds and Benefits.—The Opportunity Drive for all those who want to climb aboard the American Bondwagon started May 14. One of the best ways to insure a child's education for tomorrow is to invest in U.S. Savings Bonds today. Three dollars invested now will come back as four dollars ten years from now.

Labor Market.—With forecasters estimating that unemployment may reach three and a half to four million by this month, job seekers expect to have a harder summer than at any time since 1941. To graduates fresh out of high school and college, of course, this means a narrower choice of work opportunities. Therefore they are being advised to train immediately for shortage occupations.

Comics and Economics.—These days fewer dimes are passing from parent to child to comic-book news dealer. Already the market is feeling the pinch—so much so that one of the best known publishers of comic serials has

abandoned the field, discontinuing *Top Secrets*, *Super-snipe*, *True Sports*, *Shadow*, and *Buffalo Bill*.

Iced in the Shell.—Scientists have long been baffled by the problem of how to freeze eggs without cracking the shells. Ordinarily, the white freezes first, expanding and allowing the yolk too little room. Then when the yolk starts to freeze and expand, the shell breaks. Now, however, a new chemical process has been discovered that simply reverses nature and causes the yolk to freeze first. The white manages to fit itself into the space left over, and as a result the eggs will keep fresh indefinitely.

Popular with Parents.—Last month the twenty-four millionth copy of *Infant Care* was mailed to a parent. Since its original publication in 1914 this instructive manual issued by the U.S. Children's Bureau has helped rear one out of every three babies in the country.

Atomic Boon.—A beneficent product of atomic energy laboratories is radioactive phosphorus, which enables doctors to perform difficult operations for brain tumors. The phosphorus, given to patients in injections, becomes concentrated in the tumors. By using an instrument that measures radioactivity, the surgeon can find the precise location of the tumor.

Professional Worriers.—Now psychologists think they have found out what professional people worry about. At the age of 26, they say, the principal worry is about making a good impression on people, at 30 about job security and economic problems, at 38 about health, and at 41 about politics. At 42 marital troubles are to the fore, and by 45 professional men and women concentrate on worrying about giving up lifelong ambitions. After that, health again becomes the chief preoccupation.

Monkey Business.—Anyone caught short on rations in the jungles of the Far East need not starve. A booklet issued by the British Air Ministry assures fliers that white ants are edible and so are snakes of every kind. When in doubt, a man need only watch what the monkeys eat—and do likewise.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 9-49, this means that your subscription will expire with the September *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the October issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois. Beginning September 1, 1949, the price of a year's subscription will be \$1.25.

Scenes of the St. Louis Convention



The newly elected officers of the National Congress of Parents and Teachers who took office at the final session of the convention and will serve until 1952. Mrs. John E. Hayes, president, is in the center of the group. To her right is Mrs. Newton P. Leonard, first vice-president, and to her left Mrs. Edgar F. Dixon, secretary. Behind them is Ralph H. Ojemann, treasurer.



A group of delegates entering Christ Church Cathedral for the convention vesper service, Sunday afternoon, May 15. The entire service was conducted by National Congress officers. Knox Walker, regional vice-president, delivered the vesper address.

All photographs by
"Bugs" Taylor





At the first general session the Opera House in Kiel Auditorium was filled to the doors with delegates from all over the nation. Here Mrs. L. W. Hughes is presenting the convention theme—"Home, School, and the Child March Forward." Among the guests on the platform are, left to right, Mrs. Otto Eisenstein,

president, Missouri Congress; Mrs. John E. Hayes, then first vice-president and now president of the National Congress; W. P. Percival, president, Canadian Federation of Home and School; and Mabel Studebaker, president, National Education Association.



Leading this section meeting on school education is Herold C. Hunt, superintendent of schools in Chicago and second vice-president of the National Congress. Although the group was

large enough to fill a substantial section of the Opera House, the audience took vigorous part in the discussion of current educational problems and how the P.T.A. can help solve them.



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTORS:

JUDSON T. LANDIS

*Associate Professor of
Sociology
Michigan State College*

MARY LANDIS

*Co-author with Professor Landis
of The Marriage Handbook and
Building a Successful Marriage*

MY daughter, a high school senior, is not popular with boys. She had some dates while a sophomore and junior but is rarely asked for a date now, never a second time by the same boy. She says that her lack of popularity is due to the fact that she has high moral standards and will not pet on dates as other girls do. How can I help her to have confidence that it will pay her in the long run to keep her high standards? Surely the better type of boy will appreciate her eventually.

★ We believe you are evading the real issue in your daughter's lack of popularity. We have discussed this point with a great many boys and young men and have found them almost unanimous in saying that a girl does not have to pet to be popular if she is a "good date otherwise."

Perhaps your daughter is rationalizing her failure to develop finesse in boy-girl relationships. Are you going along with her in making alibis? It would be better to help her analyze herself and find the real basis of her unpopularity. Study her relationship with both boys and girls. Is she successful in her friendships with girls, or does she feel that they also often fail to appreciate her? Is she overly competitive in her relations with others? Does she try to demonstrate her superiority to her dates? That is fatal to a girl's popularity.

The popular girl is usually one who has an outgoing attitude toward others. She helps them to feel at ease; she "builds them up." She has many interests that she can share with others. She is good company, interested in seeing that the other person has a good time, not concerned with always having things her own way. She knows how to maintain her own standards of conduct without being self-righteous or making others feel cheap. She avoids excessive petting on dates by planning constructive activities that are good fun, rather than by just standing on her principles after the date gets to the place where, as one boy put it, "there is nothing to do but pet."

Help your daughter develop an attractive personality and friendly ways, and she will find that her high standards do not cause unpopularity.

LAST week our son's class in junior high school was shown a sex education film picturing the facts of human reproduction. Some parents objected. What is your reaction to the giving of sex education to high school students through the use of movies?

★ Parents and teachers in many states are now much interested in having the schools give proper sex education. Many different viewpoints exist, however, on what is the best way to provide such education. It is our belief that in some cases the physical facts of sex and reproduction are being overemphasized through films.

Certainly an essential part of every child's education is an accurate knowledge of the facts about sex structure and functioning. He should learn these facts in physiology or biology classes exactly as he learns about the bones and muscles of his body and the structure and functioning of his digestive and circulatory system. In the past teachers have tended to skip the part of biology that deals with sex functioning. We hope that day is gone.

However, knowledge of the physical facts about sex is not the sum total, nor is it the most important part, of effective education for marriage and family life. With young people of junior and senior high school age, the need is for help and understanding in appreciating the implications behind the physical facts of sex. A program of sex education in the narrow sense, or of family life education in the broader sense, should help young people to develop scientific, wholesome attitudes toward the function of sex, an understanding of the necessity for control and direction of sex drives before marriage, and an enlightened attitude toward successful marriage and family living. Such education can only be given by teachers or parents well qualified by training, personality, and experience with young people to handle the subject wisely and effectively.

Some tendency is evident among inexperienced persons to concentrate on giving the "facts of life" to young people and to ignore the aspects of the subject that will more vitally affect the present and future adjustment of the individual in life. Therefore we suggest that films on reproduction should be shown to parents but that most of those now available should be used with caution in high school classes. Certainly they are not the final answer in what, for lack of a better name, we are calling sex education.

There is no quick and easy short cut to the development of wholesome attitudes on sex. It is in the hope of finding such a short cut that some instructors use films too freely. However, the need for the schools to develop effective programs of sex or family life education is great, and progress is being made, though slowly.

MY twenty-year-old son is a senior in college and has a good job for next year, but though he dates attractive girls and is socially inclined, he has no immediate plans for marriage. He says there is plenty of time for that, and he is more interested right now in getting a good start in his job. His father and I were married at nineteen. Our older son married at twenty and is very happy. I fear Tom will not make a happy marriage if he waits until he is more set in his habits. Isn't it better for young people to marry while they are young enough to formulate their life goals together?

No. Studies of large numbers of happy and unhappy marriages have revealed that the chances for happiness are greater among people who marry after twenty-one. Men who marry in their late twenties have a better chance for happiness in marriage than those who marry in their teens or early twenties. A recent study of divorce shows that the divorce rate is six times higher among couples who married in their teens than

among those who married at thirty and over. Marriage is for adults.

Although your own teen-age marriage worked out, most teen-age young people are not emotionally mature enough to face the realities of marriage. Your son will probably choose more wisely a few years from now than he would at present. Even if he does become more set in his ways, he will probably have a more mature attitude concerning what marriage involves and be more willing to work at making the adjustments all people must make when they marry.

WHAT can I do about my fifteen-year-old daughter, who is completely irresponsible? We live in the country and every day for the past week I have had to make a special trip to town to take her either her books, rubbers, or assignments she has prepared. She invariably goes off to school without remembering the things she needs. She telephones me later, and I must drop my work and drive to town because of her forgetfulness. She never does her homework unless I keep reminding her. We are also put to considerable expense replacing books, jackets, umbrellas, and so on, that she loses through carelessness.

There is not very much that you can do about your daughter, but it may not be too late for you to do something about yourself. Change your own bad habit of depriving her of the chance to be a responsible person by taking all her responsibilities upon your shoulders. When she was still a toddler was the time for both of you to have learned that the person who forgets a thing is the one to go back after it, that a lost book or garment may mean inconvenience for the one who lost it. Your child would have learned those things easily if you had given her the chance. You both have formed bad habits by now. You will no doubt be amazed, however, at how quickly she will change hers if you change yours first.

Tell her that you have seen your mistake and are going to change your ways. From now on if she goes off to school without the things she needs, you're sorry but she will have to get along as best she can without them, or else get herself excused to come back after them. If she forgets to do her homework it is between herself and the teacher whether she flunks. You can do nothing about it.

Don't be emotional; be casual and friendly in talking it over with her, but don't weaken. Don't remind her of things she should remember to do, and don't be inwardly concerned about them. After all, is it a matter of life and death if she is inconvenienced a few times while she changes her habits? Isn't it far more important for her to learn to be a responsible person? When she realizes that you are not going to bear the brunt of her carelessness any longer, she will take more responsibility herself. This may sound like drastic action, but you cannot always look after her, and she should start developing independence now.



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Poetry Lane



Jane, Six, Practicing

They fight each day. The conflict
Is hardly fair at all.
The grand piano is so big,
And she's so small!

—MARY CAROLYN DAVIES

1949 Report from a Dean of Girls

Their lipsticked mouths describe the same round "O"
Of any student saying, "I don't know!"
And cults of "knubby-knit" or "Lana-mere"
Make algebra or English no more clear
Than it appeared to be to those who wore
The high-style turtle neck of years before.
Time's braids or buns or shoulder bobs but share
The never changing hope that shining hair
Will shape a crown. And though their slang assumes
New forms deriving from red plastic looms,
Its spirit is the same its forebears knew
In "Oh, you kid!" and "23, skiddoo!"
Young love, as always, dances out to bless
Most any wearer of a first long dress,
While hearts thump madly to a minor tune
With current lyrics re the same old moon.
Though Gibson girl attire adds a strange
New touch to this term's crop, I note small change.
Attached find charts and graphs which but conform
To prior outlines of the teen-age norm.

—DOROTHY HUGHES

Juvenile Stroll

The walk is not a swinging easy gait
But a miniature Morse code of runs and pauses.
He gathers spear-like grass at rapid rate
And strips the pepper seeds for ends and causes.
He and a hollyhock gaze eye to eye,
And who can say which is amazed the more?
He hears a robin chirp a lullaby
And wonders if he takes a nap at four.

He runs his hand along mimosa stems
And is as proud to see the leaflets close
As any witch or fairy. Then he trims
The drowsy heads of dandelions and blows.
No malice to an explorer, as he is;
Would my eye were the height and breadth of his.

—JEANNE OSBORNE GIBBS

Pine Bough House

This is the same green tree I know
For slowly, slowly the old pines grow.
Branches cone-heavy reached to the ground,
Inside was a secret house, spicy and round,
With room for a table, doll-size, and a chair
And a child with the branches just over her hair.
Here was my summer house, all of it mine!
Here I could sing in the boughs of the pine
While setting my tablecloth, smoothing it flatter,
Placing a leaf for a thin, scalloped platter
Heaped with wild strawberries scarlet with June,
Speared on a twig for a silver spoon;
Holding a berry to china-doll lips,
A brown acorn cup to her kid fingertips.

But where is the doll who smiled and smiled
Under the pungent boughs? Where is the child?

—EDNA L. S. BARKER

Counsel

Never fear dreaming—
Fear the slow breaking
Of hearts uninspiring;
But learn, past mistaking,
Dreams can only come true if you
Never fear waking.

—JANE H. MERCHANT

Catbird

In the green of the elm, there he sits, just one bird,
Yet rippling, one after another, is heard

The lilt of the warbler, the call of the thrush,
Outpoured from his throat in a musical rush;

The phoebe, the wren, and the oriole, too,
Notes of woodland and field, he runs them all through

With a fervor, a gladness, a frenzy, a skill
Of an impassioned artist creating at will.

Once in a while he forgets, it is true,
And harshly inserts his own petulant *mew*,

But what if he does? 'Tis but signing his name
To the program of song that has earned him his fame,

The songs he has borrowed from meadow and wood,
But sings as his own, as a true artist should.

—JANE DRANSFIELD



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**W. MASON MATHEWS
AND
ESTHER McGINNIS**

MANY people nowadays talk as though the family, as a social institution, were losing its influence. On the contrary! Those who work closely with parents and children know that what happens to children, what sort of adults they become, depends largely on the kind of parents they have and the kind of experiences provided them in childhood.

Of course what parents are able to do for their children depends in turn upon their own backgrounds, resources, education, health, and a multitude of other factors, some of which are beyond their control. For example, it is not always possible to earn one's living or choose one's dwelling place at will. Nevertheless many of the most essential elements of good parenthood can be supplied by mothers and fathers who are wise enough to recognize their importance.

From the time of birth the baby begins to decide what kind of world he has come into and how he feels about it. Through cuddling and gentle handling, the warmth and comfort of his mother's body, her acceptance of him with love and affection instead of irritation at the inconvenience of caring for him, the baby learns about himself and his world. If he is fed when he is hungry, made dry when he is wet and uncomfortable, and comforted when he is afraid and unhappy, he begins to think that this world is a pretty good place. He

Families Are Still Important

comes to feel confidence in these giants who minister to his wants and make him happy. Soothing tones of voice, serenity and calmness, the ordered rhythms of his own body, and the satisfaction of his instinctive drives and desires make for stability and a relaxed, happy baby. Similarly the opposite kind of experience and treatment leads to quite another idea of the world and to a response, in behavior and disposition, that reflects the baby's unfortunate experience.

Early Lessons in Living

THE baby's physical environment is important, and most of the things he sees about him should be available for investigation, play, and manipulation. When he starts to show curiosity and wants to explore his world, he should be carried about to touch and feel and even taste some of these exciting things. This will forestall the de-

DESPITE all arguments and diatribes, the family of today is just as important as ever when it comes to training children for the good life. The roots of adult behavior strike deep into the earliest days of childhood, and not a day passes in the life of any family without leaving its mark of experience on the child's mind and emotions. On the nature of that experience will depend, to a great extent, the child's future attitude toward the world and his own responsibilities.

structive get-there-first-before-someone-comes-to-take-it-away feeling, and the child will be able to accept necessary restrictions about such things as lamps, radiators, and hot stoves. Everyone in his circle should be consistent about the "no-no's" and use as few of them as possible; rebellion, destruction, and antagonism soon arise if they are used too frequently.

From his exploration and free roving about the house and out of doors he soon learns how to manage his body and gains confidence in himself and his environment. Every child should have many opportunities for climbing. Soft-soled shoes of the moccasin type—not slippers—for wear in the house enable the toddler to climb over furniture and beds without marring or scratching them. A sheet placed over the bedspread will prevent damage and can be quickly folded away when the child leaves the room.

In cities, particularly large cities, parents often find it difficult to make adequate provision for their children to play outdoors in safety. Hence nursery schools and play groups in which there is competent supervision become very important. Moreover, all youngsters need the experience of learning to get along with children of their own age. In such a group they are not considered babies who must give in to others or be bossed by them. Neither are they in a position to form the bad habit of dominating those who are younger than themselves.

In the nursery school or play group children will of course try the methods of getting along that they have learned at home. Every child acquires his behavior patterns in a group, and it is in the family group that he learns to be either a desired and desirable member of society or an outcast, a leader and adventurer or a fearful, timid soul. These first experiences color all his later ones, so what happens early in his life is, once again, very important.

Children who are constantly with adults have much more difficulty making these adjustments than do those who have had experience in living and playing with children their own age. To take an extreme example, the delinquent child often expects the world to excuse him and overlook what he has done. He is startled to find that he is not, as he had been led to suppose, the center of the universe. It is no kindness to a child to allow him

to get such an idea by overprotecting him and coddling him at home.

And the opposite extreme is no better. Harsh, cruel treatment and frightening experiences are devastating to a child and lay the foundation for later difficulties. By adolescence the mistreated child will begin to pay the world back—in violence, destruction, and hatred—for what has been done to him.

Liberties and Limitations

PARENTS often find it no small problem to supply a child with helpful, enjoyable experiences that will promote growth of all kinds, and at the same time set limits beyond which the child is not permitted to go. Here reason is, as usual, the best guide. The physical safety of the child and



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others will set some limits. For example, throwing stones at people is not permitted, but stones may be thrown in a vacant lot or into a lake or river when no one is swimming or boating there. Limits may also be set by the child's own fatigue or by that of his parents or other adults. In fact, consideration of the desires and needs of others may be the determining factor.

Limits may be set, too, by the individual child's ability to handle a situation. Is the four-year-old ready to cross a busy street alone? Some children of this age are; others are not. Not only do children differ individually in these respects, but even for the individual child limits or boundaries must be constantly moved as he acquires new skills and greater self-confidence. Setting limits wisely

is always a difficult problem for parents, and one that continues from infancy to maturity.

These limits are important to the child. They enable him to feel safe and secure, and at the same time they support him in his adventures and explorations. He relies upon them and needs them, even though he may at times rebel against them. Everyone has observed how the young child depends on his daily schedule and how upset he is when it is varied. He likes the usual ways of doing things; he notices any change even in the words used to direct him or in his stories and games. Limits help to make a safe world. Children who learn about limits too late frequently become problem adolescents; in some of them the foundations for mental illness are even now being laid.

Safe and Secure

HIS parents are the child's interpreters of experience. To them, after his adventures in living, he returns to be comforted and reassured and sent forth again to the big world outside. To be able to confide in one's parents and turn to them in time of trouble, to share one's cares, triumphs, and joys with them, gives a child an inestimable source of strength and stability. To know that, no matter how "bad" he has been, he will be welcomed and helped—the badness not condoned but straightened out to the best of his parents' ability—this assurance is a bulwark to any child.

But if such a relationship is to be established and carried through to adult life, the channels of communication between the child and his parents must be developed and kept open. Even before a baby can use or understand words, he catches emotional tones as he hears his father and mother speak. His use of language, when he learns to talk, will depend in part on these early experiences. He may use words freely to share his ideas and confide his feelings. Or becoming fearful, he may withdraw and refuse to talk. Or perhaps he may become hostile and use language to offend, hurt, and antagonize.

At adolescence a tendency to withdraw, to confide less in his parents and share less with them, is normal; it marks the beginning of independent adult life. But if the habit of trust and confidence has been established, young people will come back after a time for help and guidance. As one girl said reluctantly to her mother, "I don't agree with

you, but I'll do what you wish because I've found you are usually right."

In our changing society parents often find it hard to guide their children toward accepting responsibility for their own behavior. In rural areas, especially on farms, where the work of children is real and needed, this training is easier to accomplish than in cities. But it is essential that genuine experiences in sharing and responsibility be provided. Only through them can self-confidence be built, and without self-confidence we never learn to take responsibility for ourselves and others.

There are many ways in which children can gain such experience, even city children. Gradually they can learn responsibility for taking care of their own rooms and clothing; for handling money and using bank accounts; for the purchasing of food and clothes; for household duties; for earning money at home and elsewhere; for using the telephone and other forms of communication; for driving the car; and for cooperative work with churches, the Community Chest, and other community agencies.

When children show lack of judgment and go "haywire" in a group or in new situations, when they behave like hoodlums, are foolhardy, destructive, and hostile, there are reasons for this behavior. Either their experience has not been adequate or it has been acquired in such a way as to generate hostility, which is later turned against society. Too often, as a child grows older, his parents become afraid and draw the reins of their authority more tightly instead of loosening them. The child then naturally rebels and often becomes hostile both to his parents and to the world outside his home. Under these circumstances he is forced to fight in order to grow up. The test of good child training, Mrs. Sidonie Gruenberg of the Child Study Association has pointed out, is that active external discipline becomes less and less necessary as the child grows older.

What the family does and how its members behave, the impression it gives of belief, mutual confidence, liking, and love; its joy in living; its ability to take knocks and come up for more—all these are transmitted to the child and are carried over into his behavior and attitudes. In turn they are transmitted to his own marriage and family life. The cycle is endless, but the importance of a good beginning cannot be overestimated.

We are not born as the partridge in the wood, or the ostrich in the desert, to be scattered everywhere; but we are to be grouped together, and brooded by love, and reared day by day in that first of churches, the family.—HENRY WARD BEECHER

The Hypothetical Hypocrite

ROLFE LANIER HUNT

SOMETIMES, in clarifying our thought processes, it helps to approach an idea from the negative point of view for a change. No parent or teacher wishes to build children into hypocrites, deceivers of the world and of themselves. But just suppose that he did? Would he find, perchance, that some of our present practices were ideal for the purpose?

MY friend the architect was leaning over his drafting board when I entered the room. I looked over his shoulder to see the outlines of a substantial shop building.

"Where are you going to build it?" I asked.

"Oh, nowhere. This is just something I am doing for the fun of it. In this sort of layout I can explore a lot of ideas about stresses and strains on different sorts of materials which I'd be slow to put in a real building. But the real building will be better for what I practice here."

In like manner I, as an educator, sometimes explore educational processes, laying out plans to produce different sorts of people. Some of them we never expect to build. Just what, for example, does it take to make a good citizen? Just what would it take to make a hypocrite, of the kind that Jesus knew?

Like the builder of a house the educator who builds personality and character is limited by his material. It would be handy and cheap if a pine two-by-four would hold up the roof of a building a block long and wide, but wood is just not made that way. In the same way heredity limits what education can do. Whether we build a good citizen or a first-class hypocrite, we have to start with what heredity offers. For our hypothetical hypocrite, then, let's assume a normal person, not much different from anybody else.

The word *hypocrite*, you will remember, comes from a Greek word designating an actor in the days when all actors on the stage wore masks. So it came to describe the man who plays a part, especially, says Webster, "one who, for the purpose of winning approbation or favor, feigns to be other and better than he is; a false pretender to virtue and piety." Deceiver, pretender, cheat, dissembler—how can we produce him, who deceives even him-

self into thinking himself good and respectable? He is successful in business, perhaps; maybe even a pillar of the church.

You know him, the man who talks about good government but never votes? The man who buys fast to keep up with the Joneses, but is slow to pay his bills? The man who likes to be in the front row, who gives for the advertising rather than the need? You know her, the lady who likes the office of honor, who speaks much of devotion to little children and the P.T.A. but is missing when she is asked to help with the school lunch? You know her, the aspiring lady who works hard for the P.T.A. when it gives her social recognition but drops it like a hot potato when a tough job comes along?

How can you make a good hypocrite?

Theory and Practice

To make the perfect hypocrite, the man who fools even himself, we must manage to cut the connections between his muscles and his feelings,



© H. Armstrong Roberts

his brain. He must feel sympathy but do nothing about it, as in the classic story of the millionaire who rang the bell for his butler after hearing a visitor's hard luck story. Shedding real tears, the rich man said in a choked voice, "Show him out, James, he's breaking my heart."

To break the connection between his feelings and his muscles, so that he will show the face of feeling but act without it, take the child when he is young. Have him learn by heart maxims like "Love your neighbor"—but do nothing about it. Move him to the point of tears with the sight and sound of broken humanity, and then let him simmer in his juices until the emotion is dissipated. When he sees the sick, and is sorry, take him away to forget it. This will establish nerve connections creating the familiar pattern of doing nothing. Thus we can give him paralysis of the muscles, which will respond to the familiar stimulus by inaction.

In this way we can produce high school graduates who know more and more about good government and are less and less willing to undertake any job for which they are not paid. (The best investigations show we tend to produce that kind. The more education they have, the less willing they are to undertake civic jobs without immediate reward. "What do I get out of it?" "Let George do it!")

In this way we can produce adults who say "Yes, the children need a playground"—but do nothing about it. We can, in short, produce first-class hypocrites, who shed real tears in church and civic meetings, but are absent when the showdown comes and all hands are needed for a hard job.

Learning and Living

DOES not this process have a horrible resemblance to some fairly frequent practices in home and school and church? "Do as I say" but not as I do. "What do you know—" but seldom "How do you act—?"

We learn by doing. This is why I sometimes think only the parent has a chance to make a good citizen. In the home is the face-to-face relationship. There feelings are made, and there, too, are chances for action. In Sunday schools the pupils usually have their good clothes on—though children learn to love their fellow men with their muscles only by doing good deeds for the neighbor in need. In the public schools we even ask teachers to live inside four walls with forty pupils, carefully insulated from everything except textbooks. Learn the words, but don't do a thing! Learn how to feel about certain things, but don't turn those feelings into effective action.

We learn by doing. Children copy the adults they admire. You want a good citizen? Let the child see father and mother and teacher and other admired adults at work in civic affairs. Let the child work alongside the adult in the oftentimes thankless job that has to be done for the common welfare.

Education is developing as a science. We are learning more all the time about how people are made. Society can produce the kind of people it wants. There is a price tag on the good citizen, in time and effort—probably in money, too. Do you want to pay the price?

"WHERE CHILDREN COME FIRST: A STUDY OF THE P.T.A. IDEA"

THE long heralded social history of the parent-teacher movement by Harry A. Overstreet and Bonaro W. Overstreet came off the press and out of the bindery just in time for the St. Louis convention of the National Congress of Parents and Teachers. There delegates and guests had an opportunity to buy the book in advance of the rest of the membership and the public at large. This is why *Where Children Come First* has already found its place on a number of P.T.A. bookshelves and in the homes of many parent-teacher members across the United States.

The book is a vividly told interpretative account of the parent-teacher organization and its influence on educational and social progress in America. The first section, called "The Pattern Forms," tells of how and why the National Congress got its start and then traces the ideas that have propelled its course for more than half a century. Part 2, "Made Strong by Experience," describes the methods used by the expanding organization to carry out these basic ideas, with many an absorbing drama of parent-teacher work on a variety of problems and projects. Part 3, "Unfinished Business," gives a resounding salute to the past, especially to parent-teacher achievement through the years, and then looks realistically into the future.

Here is program material in rich and endless supply—and excellent reading, too. Order *Where Children Come First* from the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois. The price is three dollars.

Record Gains Recognized

The National Congress Honors Its State Branches
for Outstanding Promotion of the Magazine

THE year 1948-49 brought us the largest number of readers ever reached in the forty-three years of the magazine's history. The tremendous gains in every state—ranging from 4.8 per cent to 131.3 per cent over the 1947-48 figures—mean that more and more parents, teachers, and other interested citizens are turning to the *National Parent-Teacher* for guidance on the welfare of children, the advancement of youth, the improvement of family relations, and the education of adults.

There was healthy rivalry among the states for the honor of having made the best use of the magazine during the past year to develop a rich and varied parent education program. The Executive Committee, serving as a panel of judges, awarded to the New Jersey Congress, for its outstanding work in building an effective parenthood, a scholarship to the 1949 summer workshop in parent-teacher leadership at Northwestern University. Honorable mention was given to the Alabama Congress, which was presented with a desk clock engraved with the emblem of the National Congress of Parents and Teachers and appropriately inscribed.

Not once but eight successive times the Illinois Congress has led all others with the largest number of subscriptions to our P.T.A. magazine. This year Illinois increased its subscriptions by 4,407 over last year's mark, registering the largest numerical gain of any state congress. In appreciation of this consistent leadership year after year, the Illinois Congress, long known for its parent education program, was awarded a life membership in the National Congress.

Forty-two congresses increased the number of magazine subscriptions 15 per cent over their individual totals for the previous year. The honor of making the largest

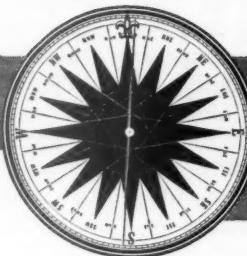
percentage gain—a dramatic 131 per cent—went to New Hampshire. That congress thus merits eight stars on its honor plaque, since a gold star is added for each 15 per cent increase. The *National Parent-Teacher* takes pride in listing the names of all forty-two congresses, together with the number of stars to which each is entitled.

*****New Hampshire	**Michigan
*****New Mexico	**Wyoming
*****District of Columbia	**Florida
****Nevada	**West Virginia
****South Carolina	**Illinois
****Washington	**Pennsylvania
***Maryland	**Utah
***Hawaii	**Georgia
***Virginia	**Texas
***South Dakota	**Connecticut
***Minnesota	**Delaware
*Arizona	*North Dakota
*Kansas	*Nebraska
*Mississippi	*Colorado
*Ohio	*Tennessee
*Louisiana	*Oklahoma
*Vermont	*Kentucky
	*Wisconsin
	*New York
	*Rhode Island
	*North Carolina
	*Idaho

Like the stars in the heavens, the stars emblazoned on these honor plaques shine as beacons for those men and women who are pledged to the service of childhood and youth. The *National Parent-Teacher* grows in strength with every new subscriber. At the national convention in St. Louis, Mrs. James Fitts Hill, president of the *National Parent-Teacher*, paid public tribute to the state congresses that surpassed their own best efforts, pointing out that as more and more readers are gained, greater and greater benefits for children will be attained.



Listening attentively to a comment from the floor during the *National Parent-Teacher* conference at the St. Louis convention are, left to right, Mrs. E. T. Hale, national chairman of Congress Publications; Mrs. James Fitts Hill, president of the *National Parent-Teacher*; Mrs. Eva H. Grant, editor; Mrs. William Kletzer, past national president; and Ralph H. Ojemann, national chairman of Parent Education.



Combined Operations

JOHN CARR DUFF

Assistant Dean, School of Education, New York University

IF there were any such thing as a children's union, its delegates would probably go into every community to check on the living conditions of the members—just as the agents of other unions go into factories to check on working conditions. Since the children, up to now, have not formed a union their interests must be safeguarded for them by other organizations devoted wholly or in part to child welfare. The parent-teacher association, with child welfare as its primary aim, is always alert to ways of improving the conditions under which children learn and grow and play.

This is why it is important to review now and then the many possible means by which parents and teachers can work together to improve the lives of children in home, school, and community.

Some Parents Resign

SOME parents resign responsibility for the direction of their children from the time the youngsters start school. The teachers can discharge only a limited part of this responsibility. Even if our schools had all the resources they need, they could never replace the home.

For children live all around the clock. They do not come to life at the moment when they reach the classroom, nor do they fall into a hypnotic slumber when they leave it. Nearly every child spends about three times as many hours out of school as he spends in school. During these out-of-school hours the parents are legally and morally responsible for their children's activities.

In an ideal situation, of course, parents and teachers do not divide responsibility; they share it. The teachers are concerned about the child's life outside school, and the parents do what they can to help the child to be successful and happy in his school career. The parents and the teachers of any community are therefore members of one team. It may be a team that is well organized and well coordinated to win victories, or it may be poorly organized and never quite "on the ball."

Coordination is all-important. A child who goes without breakfast at home is hungry in school. A child who catches the measles in school will have the measles at home. Whether a child is happy and healthy or miserable at home or at school, he is still one child living one life. His teachers and parents are necessarily partners in the enterprise of bringing him up, cultivating his talents, and making him a civilized person with a proper degree of pride and self-confidence.

Parents and teachers, being members of one team, must all turn out for practice. They must learn the elements of teamwork. They must decide who will carry the ball, who will pass, and who will receive. They must know which goal is their goal. Teamwork requires both "skull practice" and scrimmage. (On even the best teams it happens now and then that a player gets confused and tackles a member of his own team, or runs sixty yards in the wrong direction!)

Among the various organizations of parents and teachers, the "big league" is the National Congress of Parents and Teachers, with its nearly six million members. In every state in the Union there are P.T.A. units, like the teams that make up a league in baseball or a conference in football. This analogy is imperfect, of course, because the teams of parents and teachers are not playing scheduled contests against other teams. There are contests, nevertheless—contests against conditions and forces that would impede or impair the education and growth of children; contests against ignorance and indifference, disease and safety hazards, delinquency and crime.

The community either educates its children or it retards their education. A child's first introduction to community life may take place when he goes with the members of his class to visit some community agency near the school. For example, the first-grade teacher may take her pupils to visit the firehouse. The second grade may visit a railroad yard, a factory, or a farm, and so on.

Parents also share in the interesting business of organizing personally conducted tours. They

often spend a Saturday or Sunday taking their children to museums and parks and even into the grown-up world of subway trains and skyscrapers.

When the child is a little older he begins to chart his own explorations. He sets off alone or with a young friend on the adventure of finding his own way around his community. As time goes on he and his friends travel in wider and wider circles. Afoot or on their bicycles, the young explorers may cover every acre of the town. They find the empty lots and the empty houses, the woods and the ponds, the alleys and the junk yards. They soon learn their way to the movie houses that have the longest bills and the most exciting pictures. They join the great fraternity of youngsters who meet at soda fountains and other shops that offer such catchpenny attractions as slot machines, chance boards, and penny movies. It is now being reported here and there that the latest notion of high adventure is to slip into a saloon to see the television programs!

The young bird leaves the nest to try his wings. The child begins the process of leaving home at ten or twelve, though it may be all of ten years before he really gets away. The exploring that children do is a phase of growing up, and the impulse to extend their horizons, to meet life halfway is as natural as any other impulse they may have.

Adulthood is achieved gradually, not in one day or one hour. Wise parents and teachers recognize the need of every child to wander sometimes off the beaten track. They realize that he is experimenting with the important business of learning to make his own decisions. Later he will earn his freedom by making more decisions and wiser ones, but the practice period is long.

Influence and Counterinfluence

THE process of growing up, then, is complicated by many potent influences besides those of the school and the home. Perhaps the effect of the so-called comic book is overrated, for it is only one of a multitude of commercial products—bubble gum, water pistols, trading cards, and a hundred equally worthless gadgets—that may influence youth to its detriment. The radio cereal programs are a part of the same design and hardly worthy of the tolerance we show them when we allow our children to absorb their commercialized nonsense for an hour or two every day.

Fortunately there are also wholesome and constructive influences in every community, and it is with these that all parents and teachers should make common cause. Almost every community has its fair share of what we call youth-serving agencies. The Boy Scouts and the Cubs, the Girl Scouts and the Brownies, the Camp Fire Girls, the "Y,"

the public library, the museums, the parks and playgrounds—all these and many others do a great deal to offset the sinister forces.

The wholesome influence of these institutions and organizations entitles them to be considered for partnership in the enterprises undertaken by parents and teachers. In some communities the P.T.A. serves as the core of a coordinating council of community groups, including representatives from every youth organization and every agency concerned with the welfare of children.

A community coordinating council is most useful when it acts as a clearinghouse for plans and projects. It may also compile a calendar of activities to avoid the distressing conflicts that so often occur in progressive community life. If this job is already taken care of, the council may provide opportunities for creating sympathy and understanding among the various agencies so that they need not find themselves in competition for the interest of children and adolescents.

As the Twig Is Bent

SINCE children live with their parents and other adult members of the household, it seems likely that whatever improves the adults of a community will in turn be advantageous to the children. A program of adult education might offer parents new civic, social, and cultural interests or an opportunity to share their enthusiasms. There might be courses in poetry writing, tap dancing, Latin American history, or weaving.

The P.T.A. in many communities joins with other groups in the sponsorship of adult education programs, specifically parent education classes. Education for parents naturally includes education for parenthood, but it may also include leadership training for P.T.A. work.

A community that is a good community to grow up in is probably a good place to live in. One of the first purposes of the P.T.A. is to bring the home and the school into close relationship. When this purpose has been accomplished, however, it seems only logical that the teamwork achieved by teachers and parents should go on toward still broader objectives. In the recent war our generals and admirals and air marshals organized what they called "combined operations" and won victories that could never have been won without a unified command. In planning our peacetime activities we should consider ways and means of coordinating all the positive forces in the community and directing them toward well-selected goals. The community council is the peacetime equivalent of combined operations, and the P.T.A. is in an excellent position to unify and intensify all forces of community welfare.



PTA Frontiers

Illinois Reviews Its Leader Training Program



Mrs. Russell H.
Oplinger, President
Illinois Congress

THE Illinois Congress of Parents and Teachers has now completed three years of leadership training for P.T.A. parent education chairmen. Every year we learn a little more about training lay leaders for the specialized task of conducting discussions based on the study courses in the *National Parent-Teacher*. We may

have gone into this phase of our work without knowing just how the average parent education chairman could best learn to be an effective leader, but the belief that we could discover a successful technique was strong and sure.

Before the end of the first year it was evident that the chairmen in training were developing marked leadership ability. More, they were becoming much better informed about child psychology and child growth. Almost from the beginning those who worked with the group had a sense of pioneering, of helping to foster something vastly important to all parent-teacher activity.

And that spirit has continued. Each year brings its own revelation of how essential it is to prepare leaders able to conduct parent education study groups on a high plane. Each year, too, has seen definite progress in methods and techniques, in skills and attitudes. One of our present aims, in fact, is to develop a plan that can easily be followed by an individual, a group, or a university staff in setting up a training program.

Annually since 1946 the Illinois Congress has put aside a specific sum of money for leadership training, a larger amount each year. Wherever a training program is carried on, the Illinois Congress plans to supply 50 per cent of the cost, and the various local units—through registration fees for their parent education chairmen—pay the rest.

To date all our leadership training programs have been conducted in cooperation with large universities: the University of Chicago, the University of Illinois, and, beginning next fall, South-

ern Illinois University. We realize that these institutions are hard pressed by their huge enrollments, and we appreciate their willingness to work with us. Dean Cyril O. Houle of University College, University of Chicago, and Dean Willard B. Spalding of the College of Education, University of Illinois, are intensely interested in the project and recognize its far-reaching implications.

Even after three years we haven't found all the answers we need, but we have learned a good deal. We know now, for example, that lay leaders for parent education groups can be trained in an unbelievably short time. We have evolved some effective techniques, several of which the National Congress has incorporated in the recently published *Study-Discussion Group Techniques for Parent Education Leaders*. We know more, too, about the use of packet material in promoting the study of child development. On the other hand, we are beginning to think that there is a limit to the effectiveness of prolonged leadership training. That is, we are inclined to believe that this concentrated, intensive training can bring the lay leader just so far. From there on the degree of advancement depends entirely on the individual. If he takes advantage of what he has discovered about adult learning—and intelligently directs his own—there is no limit to his educational progress.

The University of Chicago Program

As in other years the program at the University of Chicago has been in the charge of Ethel Kawin, parent education specialist, lecturer at the university, and former director of the pre-school study course in the *National Parent-Teacher*. Three new phases were introduced into the program this year.

First phase.—The persons taking the training were divided into two classes. Group I was made up of thirty-three outstanding members of last year's class, chosen by their more than a hundred fellow members. Since these people had already had experience in leading discussion, they met three times during September for a refresher course and review. Presumably all of them had

study groups "ready to go" and would be able to carry on with one in-service class a month—to clear up problems, see a film on parent education, or hear a lecture on a particular aspect of this field. The members of the class quickly rose to a semiprofessional level in their consideration of problems involving child psychology.

Group II, also a new venture this year, is made up of thirty carefully selected parent education chairmen. In former years it was felt that many people who took the training did not actually go on to lead a P.T.A. parent education class. Hence much instruction was, in a sense, wasted.

An appeal to the various parent-teacher councils made it possible to have the whole Chicago area represented in this group. They had the same basic instruction in how to lead discussions and how to use the *National Parent-Teacher* study courses as Group I had taken the year before. They received this training in six monthly class sessions; after that they met with Group I at its in-service sessions.

Second phase.—Another new feature of this program was the compiling of packets to be used in connection with each of the 1948-49 *National Parent-Teacher* study courses. The registration fee was raised to include the cost of three packets for each class member. The contents were selected by the directors of the three study courses. Mrs. Frank A. Damm, Chicago area chairman and former state president, was responsible for assembling, sorting, and stuffing the packets. A mimeographed list of the materials in all three was given to the members of both groups, so that they might know the price of each publication and where it could be obtained.

Third phase.—We have realized from the first that one weakness of our leadership training program was that we had no way of finding out whether the parent education chairmen were really able to apply what they had learned. Therefore Miss Kawin worked out a form for evaluating a study group meeting, based on *Study-Discussion Group Techniques*. The class members were told how to use this form in evaluating not only their own work as leaders but the leadership ability of others as well. No leader is given this form unless she also requests a visit and a checkup by a committee. At the same time that her work is being evaluated she rates herself on an identical sheet. So far, in the first instances of the use of these forms, leaders have been able to detect their own weaknesses and strong points just about as accurately as a trained observer could.

The University of Illinois Program

MUCH of the success of the University of Illinois program this year was made possible by the interest and cooperation of Dean Spalding of the College of Education. He assigned M. R. Sumption, head of the division of school organization and administration, to direct the program. Dean Spalding made it plain that the university was concerned with the research value of this project and asked the state chairman to set down in detail the questions we sought to have answered. She did so, and queries such as these were used as guides throughout the Illinois University program:

Can we bridge the gap that still exists between the educator or professional person and the average parent?

Is a parent education class in which teachers are always welcome a better place to foster home-school cooperation than is the regular monthly P.T.A. meeting?

What are some of the adult education techniques that are proving most successful in stimulating group thinking and discussion?

The university agreed this year to carry on leadership training classes in three areas: Springfield, Moline-Rock Island, and Champaign. Although a university instructor was assigned to each area, the P.T.A. district directors were responsible for promoting and organizing the

leadership classes. The state chairman had made sure in advance of the interest shown in all three cities. Organization of the class at Champaign, however, was not completed this year.

Springfield.—The leadership training class at Springfield was organized by Mrs. William Sausaman, director of District 12, and twenty-one parent education chairmen were enrolled. The instructor was Kenneth D. Benne, who for two summers has taken part in a group that meets at Bethel, Maine, to develop discussion techniques. Mrs. Sausaman reports that the class has been highly successful and that parent-teacher work in the area has been greatly accelerated by the leadership training of this year and last year.

Moline-Rock Island.—The class at Moline was organized by Mrs. D. H. Reeves, director of District 4. Moline has always had more than the average amount of activity in the field of child study, but parent education chairmen who were conducting study groups felt the need of help and guidance. Letitia Walsh, head of home economics education at the University of Illinois, was asked by Dr. Sumption to teach this group of leaders. Miss Walsh was and is intensely interested in the project and feels that it has a definite bearing on the work of home economics teachers. She herself confessed that working with her group was "pure, unadulterated joy." They met twice a month for six months, thanks to her willingness and enthusiasm.

So parent education leadership training goes on in Illinois. Each year new phases are developed, new techniques discovered and tried. The project with the University of Illinois has been especially stimulating because of the varied interests of the instructors. Dr. Benne, concerned with the philosophy of education, wants to try new methods of group discussion and adult education. Miss Walsh, a family life specialist, sees many implications for the better training of high school boys and girls in this field. At the University of Chicago Miss Kawin, who is now regional parent education consultant for the National Congress of Parents and Teachers, believes wholeheartedly in the ability of trained laymen to lead adult groups in the democratic process of self-education.

It is hoped that in the near future all the university instructors who have taken part in the program will meet to exchange ideas, sum up some of the things we have learned, and also outline further points of research.

Just where next year's program will take us we cannot say at this time. We do know that we must press forward in our search for the best possible way to train leaders for P.T.A. study and discussion groups. For many years our parent education chairmen have been urged to lead such groups but have not had the training adequate for the task, and our state and national parent education programs have suffered accordingly. Now at last the way is cleared for better and far more extensive parent education than we have even dared dream of. We have made a creditable start, but the challenge remains a serious one, and the Illinois Congress will continue to take it seriously.

—ZELLA M. LOCKARD



H. B. McCARTY

*National Chairman, Committee on Radio
and
Director, Radio Station WHA
University of Wisconsin*

councils and suggestions on how to achieve them. (On this subject may I recommend again the pamphlet, *The Radio Listener's Bill of Rights* by Charles A. Siepmann.)

To the West and Back

WOULD you care to look over my shoulder as I scan the annual reports of state radio chairmen? They are packed with human interest. Take the story of the country schoolteacher out in the prairie ranch land of the West River country in South Dakota. Miles from anyone, she was held captive for days by the now historic snowdrifts and blizzards of 1949. But radio came to her rescue. Appeals were broadcast to distant neighbors asking them to see that she had food and fuel and was safe.

'Way down South

THE memory of those disastrous winter storms fades fast in June, doesn't it? Let's skip over the country quickly. Here's a report from Louisiana. That *Teen-age Book Reviewer* series produced by the New Orleans P.T.A. Council must be something. Each Saturday morning during the school year approximately sixteen boys and girls from the public, private, and Catholic schools broadcast an animated, spontaneous discussion of a book they have selected for review. They also interview an author, literary critic, or civic leader. The program even has a Hooper rating. But that's not all. The New Orleans Council sponsors another regular presentation, *The Louisiana Quiz*, with students from the various schools as contestants.

Hmm, is this Louisiana report especially good, or am I prejudiced because of my affection for the state and its people? (It's hard to forget the good times I've had back in the pinewoods of Louisiana, driving an old mule and loading logs for a sawmill.) But look, there's news of other types of P.T.A. radio programs throughout the state, including those based on child behavior problems, school-community relationships, and extracurricular school activities. Still another series is entitled *Report Card*, for which children write and present their own scripts.

A short hop, and here's Alabama. I wish I could hear one of those broadcasts by the "Peter T. Allens." A dramatized serial based on the parent-child-school problems and experiences of a typical P.T.A. family seems like such a good device that other groups around the country might wish to use it too.

New England by Air

NEW England is lovely in June, I hear. Let's take Vermont. This state has two regular weekly radio programs featuring such topics as teacher recruitment, health and safety, home and family life, and mental hygiene. A nice boost here, too, for the P.T.A. scripts formerly available from the National Congress.

Let's pass over the Rhode Island report quickly; it suggests more work for the editor of "Dial-Log." The state radio chairman requests a list of objectives for listener

CALIFORNIA, here we come. These folks have carried on a host of activities that other P.T.A. people ought to know about. There's a big story in one item alone—the California Congress of Parents and Teachers scholarship. This award was set up in cooperation with the University of Southern California and is given a graduate student for preparation of a group of children's programs. Each series, known as *Fablegrams*, consists of thirteen broadcasts. They feature exciting stories about children in foreign lands and are based on folklore of the various countries.

A new project, supported by a foundation grant of \$1,000 and a P.T.A. allotment of \$500 for a joint activity of the parent education and radio committees, provides radio transcriptions of programs relating to parent-child problems for broadcast over local stations and use by parent education study groups.

Two areas are working to obtain educational radio stations for their school districts. A state-wide committee is preparing lists of recommended programs. Numerous broadcasts are presented on various topics, and listener groups are very active. P.T.A. members in seven hundred and ninety-five local units wrote to radio stations regarding programs during the past year.

Then, of course, there was the provocative presentation planned and produced under the auspices of the Los Angeles Tenth District, *The Children's Hour—but Not for Children*. Details of that were contained in the May "Dial-Log." Transcriptions may be obtained directly from Mrs. Clara S. Logan, 882 South Victoria Avenue, Los Angeles 5. The cost is just \$5.00, and the recording is an excellent starter for discussion and study of the effects of crime broadcasts on children.

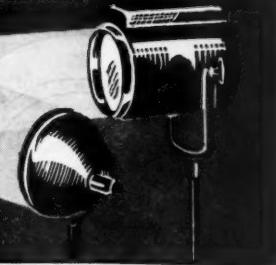
Back to the Midwest and to Illinois particularly. Here's a recital of countless P.T.A. broadcasts; two state-wide schools of instruction in radio for chairmen; procurement by P.T.A. groups of hundreds of radio receivers (especially FM), transcription play-back machines, public address systems, tape and wire recorders, and television receivers for use in schools. The report also tells of making and circulating numerous transcriptions based on the scripts from the National Office and of the efforts now under way for establishment of a state-wide school of the air.

Radio Serves Best

MAKES an interesting and inspiring panorama, doesn't it? The essence of all these reports, it seems to me, is summed up by the radio chairman for the state of Washington. "Radio serves best when adapted to local community needs." We might make a slogan of that and pass it on to all P.T.A. radio listeners and broadcasters. We might keep it before us as we continue our efforts to help radio reach the level of its potentialities, enabling it to serve not only our immediate interests but also our highest aspirations.

Motion Picture

PREVIEWS



SIGNIFICANT excerpts from the report of the Los Angeles Tenth District motion picture chairman, Mrs. Harry Pitts, outline a plan of work that has proved effective in one large city.

We have continued our objective of last year to promote the fine pictures produced by the industry. . . . These pictures were publicized by listing them on our Tenth District Motion Picture Merit List, which appeared each month in the bulletin. One hundred and thirty-nine associations have used this list in one or more of the following ways:

Thirteen were able to have the list published in their local newspapers. Eighty-three schools printed it in newsletters or bulletins sent home to parents. Fifteen printed it on the blackboard during the P.T.A. meetings. One hundred and eighteen made announcements at their meetings. A large number of schools publicized the fact that motion pictures are previewed in our P.T.A. magazine. . . .

Another project has been our Tenth District "Picture of the Month." This idea was started last year and has gained attention from both the studios and our membership. . . . A district committee of five chooses the best picture for family entertainment to be released in first-run theaters each month. This choice is published in the *Down Town Shopping News* and is announced at district and local association meetings. We estimate that this publicity on recommended films has reached approximately fifty thousand parents. . . .

Fifty-seven chairmen worked in close cooperation with theater managers in presenting good children's matinees. Eighty-four theaters were reported as giving such matinees. . . . This year we encouraged parents and teachers to write members of the industry, stating their opinions about various motion picture problems. . . . We were thrilled to learn that 967 cards and letters were mailed out to the industry. . . . In November five thousand questionnaires to parents concerning their children's motion picture habits were distributed to the locals. These are in the process of being tabulated.

A letter from the district was sent to all theater managers in the city, thanking them for their cooperation in the past and asking for continued cooperation. A list of requirements for approved matinees was included. . . . Two chains of theaters in Southern California were requested to give attention to booking such pictures as *So Dear to My Heart* with others suitable for children. An answer from one chain stated its willingness to cooperate.

During the year we have been a member of a special subcommittee on motion pictures appointed by the Los Angeles County Youth Committee. This subcommittee is endeavoring, among other things, to get a survey on the use of film evaluation in the schools.

This report has been quoted here because it offers concrete evidence of a diversified and highly successful program. Many readers have written asking for just such information. —RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 years)

The Barkleys of Broadway—MGM. Direction, Charles Walters. This is a series of charming dances held together by a light, triangular plot. The agility and perfect timing in the dance routines of Astaire and Rogers, the lovely costuming and color, and the scintillating music make the picture a delight from beginning to end. Oscar Levant, cast as the manager and pianist for the dance team, adds immeasurably to the film with his inspired playing. The settings are luxurious, and production is excellent throughout. Cast: Fred Astaire, Ginger Rogers, Oscar Levant, Billie Burke.

Adults	14-18	8-14
Excellent	Excellent	Excellent

The Lawton Story—Hallmark Productions. Direction, William Beaudine. A beautiful spectacle based on the Easter pageant portraying the life of Christ that is presented each year on Wichita Mountain at Lawton, Oklahoma. The first half of the story is fictionalized, giving the background of the pageant and glimpses into the lives of the principal actors. This picture should not be judged by the same standards used to rate professional work because the roles are portrayed by amateurs. However, there is a simple dignity that overshadows any lack of dramatic ability or technique and makes the individual acting unimportant. The natural mountain background seems a perfect setting. Cinecolor lends effectiveness to the costumes and locale. Cast: Ginger Prince, Forrest Taylor, Millard Coody, Ferris Taylor.

Adults	14-18	8-14
Yes	Yes	Yes

Ma and Pa Kettle—Universal-International. Direction, Charles Lamont. Built for laughs (and almost sure to get them), this amusing comedy is refreshing if accepted in the spirit in which it is offered. A very slight plot, satisfactory production, a good script, and suitable casting are among its attributes. It begins when shiftless Pa Kettle wins a slogan contest. He moves his entire family—all sixteen members—from a squalid farmhouse to the completely modern, prefabricated house he receives as a prize. As they adjust themselves to their new surroundings many hilarious situations develop. Cast: Marjorie Main, Percy Kilbride, Richard Long, Meg Randall.

Adults	14-18	8-14
Amusing	Amusing	Amusing

The Secret Garden—MGM. Direction, Fred M. Wilcox. Continuity, sound, direction, and music in this picture seem almost perfect. Although the whole cast gives excellent performances, the three children present the most memorable characterizations. Some sequences are tense and eerie, especially the screaming scenes where the little girl runs through the castle looking for the screamer. Consequently the picture may be exciting for the younger children even though it ends happily. A little girl, orphaned by cholera in India, is sent to her only living adult relative, an uncle who makes his home in a castle on the English

moors. The uncle—a neurotic since the death of his wife—his invalid son, and a secret garden bring new complications into her life. Cast: Margaret O'Brien, Herbert Marshall, Dean Stockwell, Gladys Cooper, Brian Roper.

Adults Excellent	14-18 Excellent	8-14 Excellent, but with some tense moments
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The Stratton Story—MGM. Direction, Sam Wood. An inspiring drama that tells the story of Monty Stratton, who suffered an accident at the peak of his baseball career and had to have his leg amputated. His comeback, made possible by an artificial limb, is warmly and sympathetically presented. The picture stresses the help and encouragement he received from his family and his large group of friends. James Stewart seems perfect in the title role. He is ably assisted by June Allyson and an exceptional cast. There are many scenes in the ball parks and many tense innings. This is an interesting film for all ages. It will especially delight sports fans. Cast: James Stewart, June Allyson, Frank Morgan, Agnes Moorehead.

Adults Excellent	14-18 Yes	8-14 Yes
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FAMILY

(Suitable for children if accompanied by adults)

Big Jack—MGM. Direction, Richard Thorpe. This farce-comedy is a parody on the scientific research of a bygone day when "science was a crime and crime was not quite a science." Wallace Beery and Marjorie Main are at their best in this type of story, and they are given competent support by the entire cast. The picture is good entertainment for those who like films of this sort. The dialogue is cleverly written, and the action is fast moving. Although a gallant villain is always unethical, the treatment is humorous and light. Cast: Wallace Beery, Richard Conte, Marjorie Main, Edward Arnold.

Adults Good	14-18 Entertaining	8-14 No
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Margaret O'Brien, Dean Stockwell, Brian Roper, and their animal friends in a scene from *The Secret Garden*.

Don't Take It to Heart—Rank-Eagle-Lion. Direction, Jeffrey Dell. An amusing, well-acted, satirical comedy, with slow-moving action and a slight plot. English made and played by an all English cast, it is set in a creaking old castle and the near-by village. It is peopled with interesting and credible characters, each of whom might conceivably have a counterpart in some English village. Much comedy evolves from the situations, some of it deft and skillful but a great deal of it heavy-handed. The rather intricate and not too well-worked-out story pokes fun alike at the poverty-stricken aristocracy, the serving classes, and the villagers. A four-hundred-year-old ghost is aroused when a bomb hits his castle. He immediately becomes involved in the property difficulties of his descendants. Cast: Richard Greene, Patricia Medina, Wylie Watson, Brefni O'Rorke.

Adults Amusing	14-18 Amusing	8-14 Little interest
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Massacre River—Windsor-Monogram. Direction, John Rawlins. An exciting drama of the Old West, having a better plot than do most pictures of this type. The background is Wyoming at the close of the War Between the States when the settlement of borderlines between government and Indian territory was still in process. The acting and production are good. Primarily a love story, the plot concerns a lieutenant, a colonel's daughter, and a woman who owns the local saloon. Cast: Guy Madison, Rory Calhoun, Carole Mathews, Cathy Downs.

Adults Good	14-18 Yes	8-14 No
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Mr. Belvedere Goes to College—20th Century-Fox. Direction, Elliott Nugent. This is a gay, lighthearted comedy concerned with Mr. Belvedere's unusual matriculation at college. Clifton Webb's classic portrayal of the pedantic Mr. Belvedere and the subtle satire on modern college youth afford a laugh-provoking hour and a half of fun and entertainment. The casting is excellent, with each character contributing his bit of humor. Alan Young, "eager beaver" sophomore, adds much to the story. The romance of Tom Drake and Shirley Temple is heart-warming and tender. While this is a wholesome, amusing picture for all the family, the younger members will probably miss much of the subtle humor. Cast: Clifton Webb, Shirley Temple, Tom Drake, Alan Young.

Adults Amusing	14-18 Amusing	8-14 If interested
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Outpost in Morocco—Moroccan-United Artists. Direction, Robert Florey. Gripping, action-packed drama that has suspense, good continuity, and beautiful scenic photography. Its setting is the French Foreign Legion headquarters in Morocco. The shots of the long corridors, high stairways, and elegantly furnished rooms in the palace are exquisite. George Raft gives a convincing performance as the legion captain, and Marie Windsor lends much sincerity to her role as the warring chieftain's lovely daughter with whom the captain falls in love. Despite a somewhat trite plot, this picture is exciting, interesting, and entertaining. The story, laid in 1919, tells of a daring mission undertaken by a small detachment of legionnaires and their captain. Cast: George Raft, Marie Windsor, Akim Tamiroff, John Litel.

Adults Entertaining	14-18 Entertaining	8-14 Exciting
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Sand—20th Century-Fox. Direction, Louis King. Outstanding features of this western film are magnificent scenery and exceptionally fine color photography. The story is well presented, with good production and a capable cast. Continuity and interest are maintained throughout, although the climax is reached prematurely. The star of the picture is a superb, high-bred horse, which goes wild after a frightening experience on a burning train. Cast: Mark Stevens, Coleen Gray, Rory Calhoun, Charley Grapewin.

Adults Good	14-18 Good	8-14 Yes, but better with an adult
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Sorrowful Jones—Paramount. Direction, Sidney Lanfield. This adaptation of a Damon Runyon story is peopled with members of a betting ring. It takes place amid New York City's whirligig of fortune and misfortune. The most sentimental and human person in this cruel crowd is Sorrowful Jones (Bob Hope), a Broadway bookmaker, with whom a precocious little eight-year-old girl is left by her father as security for a gambling debt. When the body of the child's father is found in the East River, Sorrowful and a night club singer assume her custody. Although much of the action has tragic implications, the picture is played

with restraint and is lightened by the performance of the comedy star. An excellent cast, good production, and a tense story hold the interest throughout. Cast: Bob Hope, Lucille Ball, William Demarest, Bruce Cabot, Mary Jane Saunders.

Adults 14-18 **Yes** **8-14**
Entertaining **Mature**

ADULT

Bride of Vengeance—Paramount. Direction, Mitchell Leisen. An incident in early sixteenth-century Italian history is the basis for this melodrama of intrigue and lust for power, the principals of which are Cesare and Lucretia Borgia. The picture is well staged, and costumes and settings give a feeling of authenticity and reality. The acting, good for the most part, becomes a little stilted at times. Suggestive scenes are delicately handled. The murderous attempt of Cesare Borgia to gain possession of the small Italian state of Ferrara supplies considerable action, but the love story of Lucretia and the Duke of Ferrara is given primary importance. Cast: Paulette Goddard, John Lund, Macdonald Carey, Albert Dekker.

Adults 14-18 **8-14**
Entertaining **Not recommended** **No**

Champion—Screen Plays—United Artists. Direction, Mark Robson. Prize fighting, in all its gory details, is so realistically portrayed that this picture will probably have little appeal to persons who are not addicted to that sport. However, the casting is especially good, the direction is excellent, the action convincing and at times outstanding. The story is gripping but brutal. It tells of a man who gives up honor, friends, family—in fact everything that makes life worth while—in his pursuit of fame in the ring. Cast: Kirk Douglas, Marilyn Maxwell, Arthur Kennedy, Paul Stewart.

Adults 14-18 **8-14**
Matter of taste **No**

Edward, My Son—MGM. Direction, George Cukor. Based on the successful stage play, this emotional drama has a superior cast and some unusually fine characterizations. Set in modern London, it concerns a man's ruthless drive for money and power, and the ruin and heartbreak he leaves in his wake. Impelled by an unreasoning love for his spoiled only son, he overrides loyalty and friendships in his desire to gratify the son's every wish. The theme is thought provoking, but blackmail, suicide, immoderate drinking, and dishonest business dealings limit its audience suitability to adults. Cast: Spencer Tracy, Deborah Kerr, Ian Hunter, James Donald.

Adults 14-18 **8-14**
Interesting **Not recommended** **No**

The Forbidden Street—20th Century-Fox. Direction, Jean Negulesco. The fascinating novel, *Britannia Mews* by Margery Sharp, has been skillfully prepared for screening and is given expert production and direction. The complex story has to do with social problems of adult concern. Action in this British-made picture centers around a wellborn girl who marries out of her class and goes to live on a near-by London street that has always been forbidden to her and her sister. The plot has many facets of interest; among them is the puppet show, which adds a bright note to the picture. The two American stars give outstanding performances, and the English supporting cast is well chosen. Cast: Dana Andrews, Maureen O'Hara, Dame Sybil Thorndike, Fay Compton.

Adults 14-18 **8-14**
Excellent **Possibly** **No**

The Great Gatsby—Paramount. Direction, Elliott Nugent. A psychological melodrama that is adapted from the novel by F. Scott Fitzgerald. The theme might be found in the fourteenth chapter of Proverbs: "There is a way which seemeth right unto a man, but the end thereof are the ways of death." Starting out in a reminiscent mood, the picture reveals how a man's adult life is affected by evil influences during youth. Heavy drinking, rumrunning, and murder, together with a light treatment of marriage, create distasteful situations. The acting is good, and the costuming is authentic in this capably directed production. Atmosphere of the period—the reckless, extravagant 1920's—is vividly reproduced. Cast: Alan Ladd, Betty Field, Macdonald Carey, Ruth Hussey.

Adults 14-18 **8-14**
Yes **No**

Home of the Brave—United Artists. Direction, Mark Robson. A gripping account of the emotions and psychological reactions of five men, four white and one Negro, who are sent on a special mission to one of the South Pacific islands during World War II. The human understanding and the intuitive ability of the director have enabled him to present his theme in a way that is completely fair to both races. The picture is at times very tense, and the sounds of torture are horrifying. Cast: Douglas Dick, Steve Brodie, Jeff Corey, Lloyd Bridges.

Adults 14-18 **8-14**
Interesting **Mature, but not
objectionable** **No**

Impact—United Artists. Direction, Arthur Lubin. This drama of unfaithfulness and attempted murder is so skillfully developed that the picture is well above the average production of its type. However, a pampered, faithless wife, planning with a racketeer lover for the death of her trusting husband, is sordid material for entertainment. Although the story seems overlong, the climax is reached too suddenly. The characterizations are excellent, and there are many dramatic moments and interesting episodes. Cast: Brian Donlevy, Ella Raines, Charles Coburn, Helen Walker.

Adults 14-18 **8-14**
Good of the type **No**

Manhandled—Paramount. Direction, Lewis R. Foster. A murder melodrama filled with the sly motives of men who cheat, steal, lie, and murder to accomplish their ends. They are so heartless the picture leaves one with a feeling of disgust for hours afterward. Nevertheless, it has been given good production and a capable cast, and suspense is kept at a high pitch. Cast: Dorothy Lamour, Sterling Hayden, Dan Duryea, Irene Hervey.

Adults 14-18 **8-14**
Matter of taste **No**

My Brother Jonathan—Monogram. Direction, Harold French. Setting for this tense, inspiring, British-made drama is a small industrial town in the Worcester mining section of England during the early 1900's. It tells the story of two brothers and their affection for each other, showing how the older sacrifices his ambition in order to help the pampered younger one. The cast is well chosen, and the acting is convincing. Michael Denison, the star of the picture, gives an outstanding performance. Cast: Michael Denison, Dulcie Gray, Mary Clare, Finlay Currie.

Adults 14-18 **8-14**
Good **Tense**

Special Agent—Paramount. Direction, William C. Thomas. This picture, based on documentary evidence taken from the files of the secret service, is certainly engrossing if it is not entertaining. It depicts the cool, ruthless murder of four innocent men during a \$100,000 train robbery. The inevitable man hunt for the killers and their eventual capture holds the interest throughout. Acting, direction, and photography are only fair. The action is slow paced. Cast: William Eythe, George Reeves, Laura Elliot, Paul Valentine.

Adults 14-18 **8-14**
If interested **No**

Too Late for Tears—Stromberg—United Artists. Direction, Byron Haskin. The story of ruthless murders, committed by a cold, calculating, money-mad woman. Everything about it is unethical and unsavory. The only possible audience recommendation would be for adults, and with them it would depend on their own taste. Cast: Elizabeth Scott, Don DeFore, Dan Duryea, Arthur Kennedy.

Adults 14-18 **8-14**
Poor **No**

The Window—RKO-Radio. Direction, Ted Tetzlaff. Suspense and terror reign in this melodramatic tale set in the New York City slums. It tells of an imaginative boy whose parents and the police will not believe him when he relates an exciting true story—one of murder. The script is expertly written and the cast well selected, but the murderer's hair-raising pursuit of a small boy makes the entertainment value of this picture a personal matter. Cast: Barbara Hale, Bobby Driscoll, Arthur Kennedy, Paul Stewart.

Adults 14-18 **8-14**
Matter of taste **No**



READING IN MODERN EDUCATION. By *Paul Witty*.
Boston: Heath, 1949. \$3.50.

How to develop better readers in our elementary and secondary schools is one of the urgent problems educators face today. According to Paul Witty, director of Northwestern University's psychoeducational clinic and a leading authority on reading, one reason why pupils fail to become competent readers is that their teachers fail to stress reading as a meaningful, functional skill. The remedy lies in applying the developmental approach to the reading process, recognizing that a child's needs, in reading as in other skills, are different at different stages of his growth.

Reading in Modern Education traces the practices in reading instruction from colonial days to the present. It suggests how to search for the causes of poor reading in each child's physical make-up, mental status, degree of social and emotional maturity, school record, and home background. Such factors as interest and motive, readiness for reading, and vocabulary are thoroughly explored. Finally, the role of children's books in a balanced reading diet is discussed in illuminating fashion.

Dr. Witty's emphasis is on preventing reading difficulties by giving every child the right initial training and later the appropriate materials and encouragement to perfect his skill. On the other hand, he analyzes closely and acutely the most effective features of remedial programs and case studies of severely retarded readers.

All teachers and prospective teachers should be grateful for this comprehensive, constructive, and highly readable book. Is not every teacher to some extent a teacher of reading and to some extent hampered by the poor readers in his classes? In a still larger sense *Reading in Modern Education* meets the need of every parent who wishes to help his child develop that priceless and personal sense of security which comes only from feeling at home with the printed word.

UNITED STATES NAVY OCCUPATIONAL HANDBOOK: A MANUAL FOR CIVILIAN GUIDANCE COUNSELORS AND NAVY CLASSIFICATION OFFICERS. Schools may obtain copies free from the School and College Relations Officer, U.S. Navy Recruiting Branch, Bureau of Naval Personnel, Washington 25, D. C.

WHAT career opportunities does the U.S. Navy offer young men today? Precisely what kinds of work are open to the recruit? And how will occupational experience in the Navy fit him for civilian employment? This handbook has the answers.

As one of the world's largest technical organizations the Navy has some sixty-two vocations, most of which have their counterparts in civil life. This handbook describes all sixty-two—the particular duties and responsibilities of each type, the necessary qualifications and training, the path of advancement, and related naval and

civilian jobs. The kinds of work in the Navy can be roughly grouped as belonging to such fields as electronics, precision equipment, administrative and clerical, engineering and hull, construction, aviation, medical, dental, and steward. Of course the requirements for enlistment and the schedule of base pay are also given. So are facts about the Naval Reserve, the promotional ladder, and women in the Navy. A duplicate packet of the information on each kind of job comes with the handbook for convenience in filing.

Ambitious young men of a technical bent, especially those nearing graduation from high school, will turn gratefully to this reliable summary of information on vocations in the Navy. For all young people it carries these salutary reminders: first, that education leads to better pay inside as well as outside the Navy and, second, that successful careers should be planned early in life. Far-seeing counselors of youth will be quick to recognize the handbook's many practical uses.

DO COWS HAVE NEUROSES? By *June Bingham*. Westchester Mental Hygiene Association, County Office Building, White Plains, New York. 1949. 25 cents.

HERE is a lively pamphlet written by a layman for laymen and carefully checked by leading psychiatrists. Cows are dismissed in the first paragraph. They don't have neuroses. The remainder of the discussion concerns people—and who doesn't have a neurosis about something? The differences between the behavior of the normal person, the slightly off-the-track neurotic, and the more seriously ill psychotic are robustly illustrated in a series of sprightly drawings. The point is sharp: Mental illness is common and can be cured. A request for this booklet would be a sign of mental health.

POLIO CAN BE CONQUERED. By *Alton L. Blakeslee*. Public Affairs Pamphlet No. 150. Public Affairs Committee, Inc., 22 East Thirty-eighth Street, New York 16, New York. 20 cents.

Now that summer is at hand—the season when polio strikes most often—millions of parents are eager to do all within their power to protect their children from attack. They will find in this pamphlet the facts they need. It frankly admits that doctors still do not know the cause of polio, but it emphasizes the good news that they do know a very great deal about how to treat this dreaded disease successfully. Especially useful is the list of precautions recommended for reducing the likelihood of contagion and the clear description of symptoms that will enable parents to identify polio promptly. Now, too, the worry of meeting heavy medical costs has been lifted, for the best of care is available to every polio victim, regardless of the size of the family purse. In all households where there are children this pamphlet should be required reading the year round.

Looking into Legislation

WITHIN a period of three weeks, three important bills designed to promote the health of the American people have been introduced into the Senate. Study should be given to all of them as each one attacks the problem in different ways.

On March 30 Senator Hill (D., Alabama), for himself and Senators O'Conor (D., Maryland), Withers (D., Kentucky), Aiken (R., Vermont), and Morse (R., Oregon), introduced S.1456, the voluntary health insurance bill. He explained that the basic purpose of the bill is to encourage every citizen to protect himself against the costs of hospital and medical care through voluntary enrollment in prepayment plans. He pointed out that agencies in this field are already furnishing such protection to nearly a third of our population. The states and political subdivisions must provide for payroll deductions of subscription charges in voluntary prepayment plans at employees' request. The same applies to federal employees. Assistance to persons financially unable to pay all or part of subscription charges is assured through the issuance of prepayment service cards entitling them to hospital and medical care when needed.

At the federal level the program would be administered by the Surgeon General with the help of a council of ten persons (two doctors, two hospital administrators, two prepayment plan executives, four consumer representatives). At the local level it would be directed by a state agency, which may be the same one now administering the Hill-Burton Hospital Survey and Construction Act. Federal funds are to be matched by funds from within the state, using the same formula applied under the Hill-Burton Act. This provides that a higher percentage of federal funds will be available to states with lower per capita income.

ON April 14 Senator Taft (R., Ohio), for himself and Senators Smith (R., New Jersey) and Donnell (R., Missouri), introduced S.1581, a bill that seeks to deal with organization of federal health functions, supply and distribution of health facilities and health personnel, and degree to which medical and hospital services should be available to people generally.

Title I, "Federal Organization," sets up an independent national health agency in the executive branch similar to the recommendation of the Hoover Commission. Title II, "Medical, Dental, and Hospital Services" authorizes total appropriations of \$1,250,000,000 over a five-year period to assist the states in making medical and hospital services possible for all families and individuals unable to pay the whole cost. At each state's discretion this may include dental services.

Title III, "School Health Services," is adapted from S.1411, reported in this column last month. Title IV, "Hospital and Construction Amendments," is almost the same as the pending S.614. Title V, "Local Public Health Units," is adapted with no substantial change from S.522, which our organization is sponsoring.

Title VI, "Studies and Grants for Increasing Available Health Man Power," provides for study of training facilities and man power requirements and undertakes to fill temporarily the most urgent need in the health training picture. During the fiscal years 1950, 1951, and 1952, it would allow payments to accredited medical schools of \$500 for each student up to the institution's average enrollment in the previous three years and \$750 for each student above that average.

Title VII, "Miscellaneous," encourages federal government employees to enter the voluntary nonprofit health insurance plans through payroll deductions and requires the Secretary of the Treasury to set up a special fund, out of general revenue, equal to the total appropriations authorized under the bill for each fiscal year.

The administration's over-all health bill, S.1679, was introduced by Senator Thomas of Utah for himself and Senators Murray, Wagner, Pepper, Chavez, Taylor, and Humphrey on April 25. Called the National Health Insurance and Public Health Act, it provides for a program of national health insurance and a plan of assistance

Contributors

ROLFE LANIER HUNT is editor-in-chief of the *Phi Delta Kappan*, official organ of the professional fraternity for men in education, and newly elected president of the Educational Press Association. Dr. Hunt brings to all his endeavors not only the mature outlook of a seasoned editor but the realistic approach of an experienced educator. He has been a school superintendent in Mississippi and has also been one of the editors of the Methodist Board of Education.

W. MASON MATHEWS heads the psychology staff of the famed Merrill-Palmer School at Detroit, Michigan, and was formerly clinical psychologist for the University of Hawaii and the Territorial Bureau of Mental Hygiene in Honolulu. ESTHER McGINNIS, his collaborator, is director of the Merrill-Palmer School and one of this country's leading authorities on child development and parent education.

BONARO W. OVERSTREET's varied abilities include those of poet, essayist, and lecturer. In addition she and her eminent husband, Harry A. Overstreet, constitute one of America's most influential teams of adult educators. Just now the Overstreets are receiving well-earned congratulations on their book *Where Children Come First: A Study of the P.T.A. Idea*, which made its initial appearance at the St. Louis convention.

F. P. ROBINSON, prominent professor of psychology at Ohio State University, is equally well known for his textbooks on educational psychology. Earlier in his career he was chairman of the psychology department at Stout Institute, Menomonie, Wisconsin. CATHERINE M. CULLETON is the able principal of that elementary school in Wapakoneta, Ohio, where the survey discussed by these two authors took place.

WILLARD B. SPALDING, distinguished dean of the College of Education, University of Illinois, is a recognized expert on alcohol in modern society. A former superintendent of schools in Portland, Oregon, he organized the first course for teachers in this country on how to present the medical, social, and economic effects of alcohol to school children. Dean Spalding is co-author of the recent book *Alcohol and Human Affairs*.

Since 1935 I. D. WEEKS, retiring chairman of the National Congress' standing committee on Rural Service, has been president of the University of South Dakota. A noted educator and spokesman for the advantages of country living, Dr. Weeks has also been superintendent of public instruction for his state and professor of rural education at Northern State Teachers College, Aberdeen.

This month's "P.T.A. Frontier" was prepared by Mrs. Melvin C. Lockard, chairman of parent education and preschool service, Illinois Congress, and Mrs. Russell H. Oplinger, president, Illinois Congress.

for increasing the number of adequately trained health personnel. Only two areas of this bill are not covered by pending legislation that has bipartisan support for the most part. These sections deal with prepaid personal health insurance benefits and with special aid for rural and other shortage areas.

Hearings on S.522 were held before the Senate subcommittee on May 10, and on H.R.267 and H.R.285 in the House somewhat later. These bills to expand and improve local health services are the legislation that the National Congress of Parents and Teachers initiated and is sponsoring. Successful passage of the measures depends upon the interest of local people as communicated to their congressmen.

—EDNA P. COOK

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Freedom To Grow

NATIONAL PARENT-TEACHER STUDY COURSES FOR 1949-50

ALL thoughtful parents and teachers today have come to a new and intensified realization of the supreme worth of freedom. To help them build the kind of environment—in home, school, and community—that will enable children and youth to rise to full stature as free citizens of a democracy, the *National Parent-Teacher* has chosen "Freedom To Grow" for the theme of next year's study courses.

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